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ABSTRACT

The proceedings from a 1980 conference on secondary education of the handicapped presents 32 papers on the topic along with 6 papers not presented at the conference. A keynote address by P. Fanning, which considered future needs and trends in secondary programing is summarized. Additional papers touch on such issues as Project NEEDS (a demonstration program for emotional/behavioral problem students), ways to adapt science for hearing impaired junior high students, teaching methods for English and journalism, program evaluation, use of flow charts, the relationship between special and vocational education, crisis management, contingency contracting and token economy systems, classroom management techniques for mainstreaming, an inservice education project (Project Mainstream) to assist the regular class placement of learning disabled students, and adolescent social systems. (CL)

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REPORTS OF THE DEANS' GRANTS

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SECONDARY EDUCATION of the HANDICAPPED

Conference Proceedings
1980

Colorado State University

Marilyn F. Fender, editor

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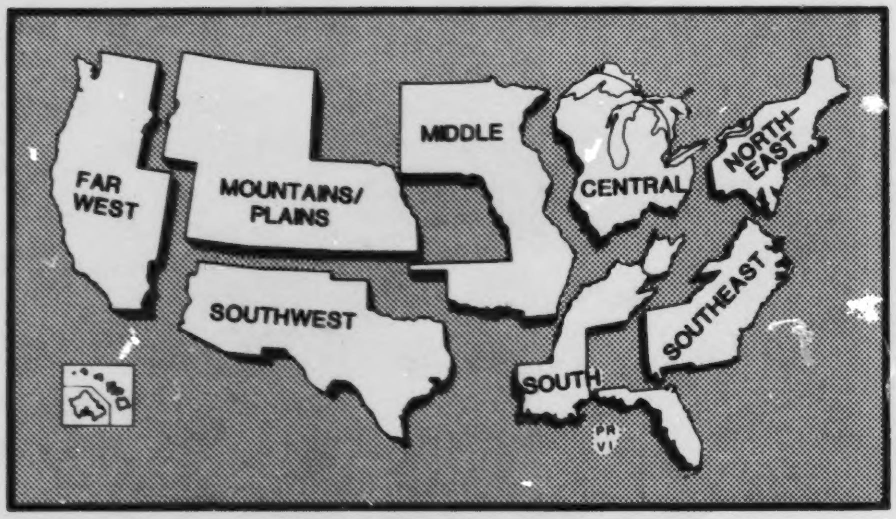
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REPORTS OF THE DEAN'S GRANT PROJECTS SERIES

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Minneapolis, Minnesota

1981

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CSU

CONFERENCE ON
SECONDARY EDUCATION OF THE HANDICAPPED
Estes Park, Colorado
May 28, 29, 30, 1980

CONFERENCE PROCEEDINGS

HOSTED BY

DEAN'S PROJECT
COLLEGE OF PROFESSIONAL STUDIES
COLORADO STATE UNIVERSITY

SPONSORED BY

NATIONAL SUPPORT SYSTEMS PROJECT
UNIVERSITY OF MINNESOTA

DEAN'S PROJECT
COLORADO STATE UNIVERSITY

WESTERN REGION DEANS' PROJECTS
UNIVERSITY OF OREGON

CONFERENCE PROCEEDINGS

SECONDARY EDUCATION OF THE HANDICAPPED

Estes Park, Colorado

May 28, 29, 30, 1980

Organized and Edited by:

Marilyn J. Fender, Ph.D

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ACKNOWLEDGEMENTS

The conference would like to acknowledge the contributions of all the participants. Everyone in attendance took an active part in making the conference a success.

The conference was jointly sponsored by the Dean's Project at Colorado State University and the Far-West Dean's Project Regional Organization. Dr. Robert Gilberts, Far-West Regional Liason, and Dr. Carol Sivage, Postdoctoral Intern, contributed their support in publicizing the conference. Additional publicity was provided by: Dr. Maggie Noel at the Technical Support Project for Handicapped Children Model Programs, directed by Dr. N. G. Haring; Dr. Leo Burrello at the National Inservice Network Technical Assistance Project; and Karen Lundholm at the National Support Systems Project (NSSP) directed by Dr. Maynard Reynolds. NSSP also provided some support funds.

The secretarial staff at the Dean's Office, Colorado State University, in particular Marian Hall, are to be thanked for their efforts in both conference preparation and the proceedings preparation.

Marilyn J. Fender, Ph.D
Conference Organizer and Implementor

CONFERENCE ON SECONDARY EDUCATION OF THE HANDICAPPED

May 28 - 30, 1980

Estes Park, Colorado

INTRODUCTION

The conference was designed to bring together professionals from higher education, from federal networks, state departments, and local education agencies to work toward the following objectives:

1. To share information about promising practices in special secondary education of the mild to moderately handicapped student.
2. To develop plans for future communication on secondary education of the handicapped between professionals.
3. To produce a conference proceedings report.

As seen in the conference report, all of the above objectives were met.

ORGANIZATION OF THE PROCEEDINGS

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II. Introduction and Organization

III. Agenda for the Conference

IV. Identification of Conference Participants

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AGENDA
CONFERENCE ON SECONDARY EDUCATION OF THE HANDICAPPED

May 28, 29, 30, 1980
Estes Park, Colorado

Sponsored by the Dean's Project at Colorado State University with assistance from the National Support Systems Project for the Dean's Projects at the University of Minnesota. Additional advertising was provided by the Technical Assistance Project of the Handicapped Model Children Programs and the Technical Assistance Project for the National Inservice Network.

Wednesday, May 28

3:00 - 4:30 p.m.	Registration
4:30 - 6:00 p.m.	Social Hour
6:15 - 7:00 p.m.	DINNER
7:30 - 8:00 p.m.	◇ WELCOME William H. Johnson, Dean College of Professional Studies, C.S.U. ◇ OVERVIEW OF THE CONFERENCE Marilyn Fender Secondary Education of the Handicapped ◇ WORKING TOGETHER FOR SUCCESS FOR THE HANDICAPPED ADOLESCENT Dr. Peter Fanning Executive Director Special Education Colorado Department of Education
9:00 p.m.	Don't forget there is less oxygen at this altitude than you are used to having, so don't be surprised if you are unusually tired. See you in the morning!

Thursday, May 29

8:00 - 8:45 a.m. BREAKFAST

9:00 - 11:45 a.m. ◇ PANEL DISCUSSION ON SECONDARY ALTERNATIVE MODELS

Moderator: Marilyn Fender

PRESENTORS:

9:00 - 9:30 a.m. The Parallel Alternate Curriculum
Speaker: Doug Wiseman

9:30 - 10:00 a.m. Project STILE, Learning Strategies
Speaker: Jerry Keimig

10:00 - 10:15 a.m. BREAK

10:15 - 10:45 The Emotionally Disturbed in the Mainstream
Speaker: Dave Benson

10:45 - 11:15 a.m. A Systems Perspective of the Roles of Adolescents
Speaker: Gladys Wolff

11:15 - 11:45 a.m. Discussion of program alternatives by all conference participants

12:15 - 1:00 p.m. LUNCH

1:15 - 2:30 p.m. Concurrent Sessions will be held from 1:15 to 2:30

◇ Evaluation
Presentor: Robert R. Lange

What is evaluation? Some ideas on both the whys and hows of evaluation.

Discussion Leader: James Cunningham

◇ Discipline and Classroom Management
Discussion Leaders: Pam Mills

◇ Attitudes and the Community
Presentor: Kathi Vos

A video presentation designed to act as a workshop catalyst for discussing attitudes about the handicapped.

Discussion Leader: Carol Nogy

2:30 - 2:45 p.m. BREAK

Thursday, May 29
Continued

2:45 - 4:00 p.m. Three sessions plus availability of a variety of media projects to review individually.

◇ CAREER EDUCATION
Presentor: Norma Gilmore

A pre-vocational program in operation in a rural setting

Discussion Leader: Bataan Fiago

◇ LANGUAGE AND ASSESSMENT
Presentor: Beth McEntire

Looking at the language of the adolescent

Discussion Leader: Mary Linquist

◇ TEACHER AND PROFESSIONAL BURNOUT

Discussion Leader and Facilitator: Gladys Wolff

◇ MEDIA PRESENTATIONS AND MATERIALS

Alternative Programs*:	A 50 minute video tape of Dr. Don Deshler, University of Kansas IRLD as he discusses the pros and cons of various models.
Assessment*:	A 50 minute video tape of Dr. J. E. Ysseldyke, University of Minnesota IRLD as he discusses assessment of the handicapped.
Teaching the handicapped in PE:	A 10 minute slide production on teaching a handicapped person scuba diving. Rick Chavez, Colorado State University.
Project STILE:	A ten minute slide sound production.

PLUS OTHER MATERIALS

4:30 - 6:00 p.m. SOCIAL HOUR

6:15 - 7:00 p.m. DINNER

7:00 - ?? Meet with one or more of the other participants at this time from whom you would really like to get some specific information. You are on your own for these arrangements. Make your plans and contacts at the social hour.

---

*The video tapes by Deshler and Ysseldyke were produced by the Office of Instructional Services at Colorado State University as part of the residential instruction program. Information on cost and availability of the tapes in not yet available. Contact Preston Davis of the Office of Instructional Services at CSU at the IMC in Fall, 1980 for this information. Information on the Teacher's Manuals that will be developed for the tapes will be available from Marilyn Fender (address in conference participant list).

Friday, May 30

8:30 a.m. Concurrent sessions:

◇ How to Write a PAC
Presentor: Doug Wiseman

◇ Curriculum for Implementing Strategies
Presentor: Jerry Keimig

◇ Specifics for the SIEBD
Presentor: Dave Benson

◇ Multicultural Education and Exceptionalities
Discussion Leader: Mary Lindquist

◇ Science Education
Presentor: Dean Brown

What do we need to say to the potential science teacher about the handicapped?

Discussion Leader: Jim Mason

9:30 a.m. BREAK

9:45 - 10:45 a.m. ◇ SHORT PRESENTATIONS BY PROJECT PARTICIPANTS ON THEIR PROJECTS

10:45 - 11:45 a.m. ◇ PANEL DISCUSSIONS ON REACTIONS TO THE CONFERENCE AND PLANS FOR THE FUTURE

Moderator: Marilyn Fender

Presentors: (5-7 minutes each)

William H. Johnson
Charles Heimler
Charles Weddle
Gene Kimsey
Paul Pattavina

General discussion by entire group

12:15 - 1:00 p.m. LUNCH

1:30 p.m. Van leaves for Stapleton - Denver

A copy of the Conference proceedings will be sent to you in August.

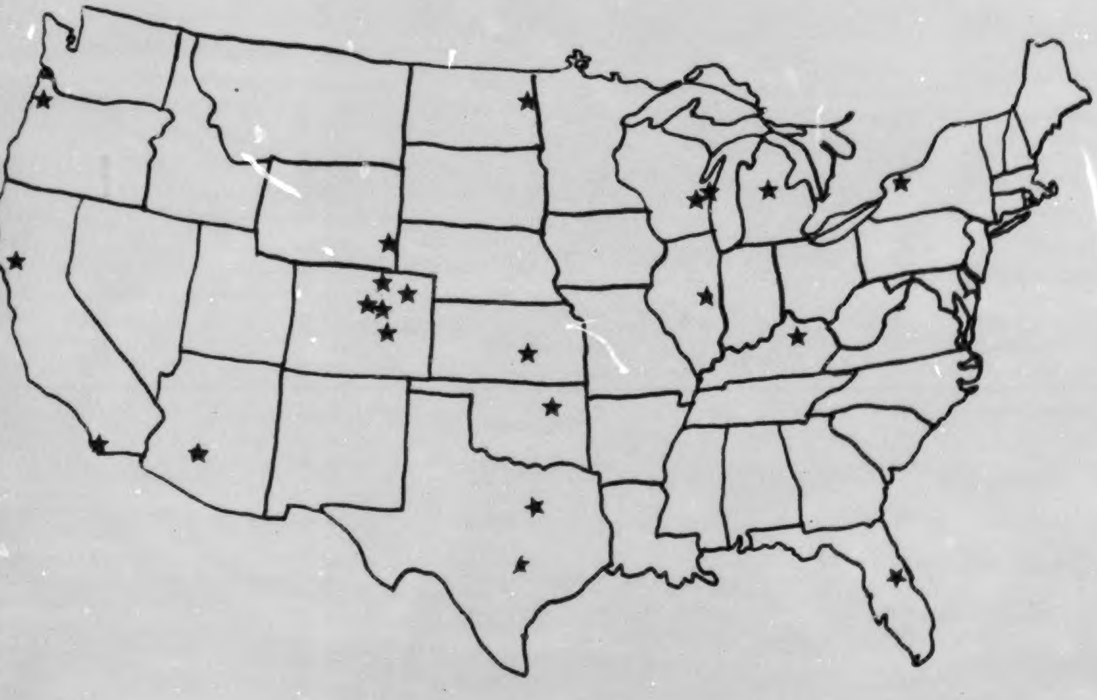
HAVE A GOOD SUMMER!!!

CONFERENCE PARTICIPANTS

A map showing the home locations of the participants preceeds a detailed listing of the names. The list contains the full name and address of each person, a brief description, and consultation areas.

This list should be used as a reference to the names of the authors of the articles in this document.

LOCATIONS OF CONFERENCE PARTICIPANTS



NAME, ADDRESS AND TELEPHONE	BRIEF DESCRIPTION	AREAS AVAILABLE AS A CONSULTANT
Dr. Ruth Arnold Stetson University DeLand, Florida 32720 (904) 734-4121	Inservice Grant Dean's Grant	Language Arts Adjustments for low readers
Dr. Dave Benson Poudre R-1 School District 2407 LaPorte Avenue Fort Collins, Colorado 80521 (303) 484-7420	Coordinator Colorado Department of Education Model Programs for Emotionally Disturbed	Emotionally Disturbed
Mr. Brian Beun IDEAS 2804 16th Street Boulder, Colorado 80302 (303) 449-3733	Foxfire Project	Career Education
Dr. Dean R. Brown, Professor Department of Education 300 Teacher Education Building Colorado State University Fort Collins, Colorado 80523 (303) 491-6474	Professor of Science and Handicapped Education. Has had 5 projects funded in the past year and a half relating to bettering the instruction and learning of science by young people with hearing handicaps. Developed curriculum materials and strategies for science courses for these students, grades 7-9.	Hearing Handicapped in Science Development of Curriculum Materials and Strategies for Various Handicapped Youth
Dr. James B. Cunningham, Professor California State University, Northridge School of Education 18111 Nordhoff Street Northridge, California 91330 (213) 885-2529	Science Curriculum Dissemination Project for Teachers of Learning Handicapped Students. Teach Science methods courses, research methods courses, computer courses, supervise student teachers in science. Coordinator of the credential Evaluation Unit at CSUN. Author of Metric Textbook.	Science
Dr. Julie Dodd Department of Curriculum and Instruction University of Kentucky 309 Dickey Hall Lexington, Kentucky 40506 (606) 258-2858	Formerly an English and Journalism teacher and newspaper adviser at Tates Creek High School (Lexington), now a teaching associate in the Department of Curriculum and Instruction at the University of Kentucky.	English Journalism Pre-service Methods Courses

NAME, ADDRESS AND TELEPHONE	BRIEF DESCRIPTION	AREAS AVAILABLE AS A CONSULTANT
Dr. James B. Ellingson Oregon College of Education Monmouth, Oregon 97361 (503) 838-1220 Ext. 471	Oregon Center for Curriculum Change, Coordinator of Secondary Education Programs. Teach Foundations Courses for Secondary Education Under-Graduate Majors. Supervise Field Experience Programs. Teach some Graduate Courses. Doctorate in Secondary Education Administration. Background of experience in Public School and State Level Administration.	Curriculum Development Field Experience Programs (pre-student teaching)
Mr. Bataan Fiago IDEAS 2804 16th Street Boulder, Colorado 80302 (303) 449-3733	A Foxfire Adapted Program for Special Education. Associate Director for Educational Program Development, IDEAS, (Instructional Development and Economic Affairs Services).	Experiential, Community-Based Programs for Special Populations Curriculum Modification Career Education
Dr. Peter Fanning Executive Director Special, Education Colorado Department of Education 201 East Colfax Denver, Colorado 80203 (303) 839-2727	Colorado State Director of Special Education.	State Management of Programming Legislation
Dr. Marilyn J. Fender Special Education/Teacher Training College of Education and Human Services NE 624 University of Wisconsin - Oshkosh Oshkosh, Wisconsin 54901 (414) 424-3420	Preservice and Inservice Teacher Education for Elementary and Secondary Learning Disabilities, and other Handicapping Conditions. (Assistant Director, Dean's Project, Colorado State University, 1978-80)	Attitudes Toward Handicapped Legal Issues Career and Vocational Education Conference Management Learning Disabilities
Dr. Norma Gilmore South Platte Valley BOCES 317 Ensign Street Fort Morgan, Colorado 80701 (303) 867-8297	Director of Special Education, South Platte Valley BOCES, and interested in all activities, techniques, methods and materials that will help impaired students. B.S., University of Northern Arizona, M.A., Michigan State University, Ed.D, University of Northern Colorado. "Bridging the Gap Between Vocational Education/Special Education"	
Dr. Mary Helen Haas Colorado State University College of Professional Studies Guggenheim Hall Fort Collins, Colorado 80523 (303) 491-7034	Associate Director, Dean's Project, Colorado State University. Taught Home Economics and Vocational Education at the Secondary and University level in California, Minnesota, Ohio and Colorado. Initiated programs to train teachers to work with students with special needs, including the handicapped, in 1961 and 1968.	Vocational Home Economics Education

NAME, ADDRESS AND TELEPHONE	BRIEF DESCRIPTION	AREAS AVAILABLE AS A CONSULTANT
Dr. Charles H. Heimler School of Education 18111 Nordhoff Street California State University, Northridge Northridge, California 91330 (213) 885-2529 or (213) 885-2580	Science Curriculum Dissemination Project for Teachers of Learning Handicapped Students. Professor of Education at CSUN. Teach science methods classes and supervise student teachers in science. Teaching experience in science at the Junior High, Senior High, College and University levels. Science textbook author. Chair, Secondary Education.	Science
Dr. William D. Johnson University of Illinois 384 Education Champaign, Illinois 61820 (217) 333-0663	Dean's Grant, University of Illinois	Regular Education Curriculum
Dr. William H. Johnson College of Professional Studies 107 Guggenheim Hall Colorado State University Fort Collins, Colorado 80523 (303) 491-7034	Dean of the College of Professional Studies. Professor of Education.	Legal and Educational Issues
Mr. Jerry L. Keimig Lawrence High School 1900 Louisianna Lawrence, Kansas 66044 (316) 842-6222 Ext. 203	Project STILE. M.S.Ed. University of Kansas (Secondary L.D.) Four years teaching experience in L.D. - 3 Senior High, 1 Junior High. Author of Learning How to Learn, Secondary L.D. teaching handbook. Make presentations at various national conferences.	Learning Strategies (Secondary L.D.) Assessment in the Classroom
Mr. Gene Kimsey Torrington High School 23rd and West 'C' Streets Torrington, Wyoming 82240 (307) 532-2189	Teacher, EMR High School Students in Torrington Wyoming. Introduced the concept of Career Education for the Handicapped in Wyoming. Member of the Governors Committee for Employment of the Handicapped, Wyoming Youth Council, and Council for Exceptional Children.	Career Education for the Handicapped Barrier-free Design The Mentally Handicapped High School Student
Dr. Thomas P. Kromer Central Michigan University 220 Ronan Hall Mt. Pleasant, Michigan 48859 (517) 774-3975	B.S. in Ed. (math, chemistry) CMU 1963, M.A. School Administration, Eastern Michigan Univ. 1965, Ph.D. Curriculum Development and Secondary Education, Michigan State University, 1973. Supervisor of Student Teachers. Author of Learning Can Be Fun with Michigan Games.	Make and Take Materials Production Improving Instructional Techniques Helping Teachers Help Themselves

NAME, ADDRESS AND TELEPHONE	BRIEF DESCRIPTION	AREAS AVAILABLE AS A CONSULTANT
Dr. Robert R. Lange College of Professional Studies 107 Guggenheim Hall Colorado State University Fort Collins, Colorado 80523 (303) 491-7034	Associate Dean of College of Professional Studies. Evaluator of the Dean's Project, Colorado State University.	Evaluation Statistical Designs Survey Development Proposal Writing
Dr. Mary Lindquist University of North Dakota Special Education Department Grand Forks, North Dakota 58202 (701) 777-3186	Project Director, Training Secondary Level Personnel in Learning Disabilities. Project deals with training learning disabilities teacher/consultants and regular teacher trainees for working in the secondary level.	
Dr. Cecilia A. Martin Physical Education Department Colorado State University Fort Collins, Colorado 80523 (303) 491-5081	Physical Education	Physical Education Methods, Elementary and Secondary
Dr. James D. Mason Cushing Public Schools Route 3, Hillside School Cushing, Oklahoma 74023 (918) 225-1882	Director, Project Mainstream for Secondary Learning Disabilities. Prior to becoming Director of Project Mainstream, Director of a National Diffusion Network Project called "Oklahoma Secondary Learning Disabilities." Speech teacher, a Reading Specialist, a Prescriptive LD Teacher, and currently a School Psychologist with the Cushing Schools. Also, a licensed plumber (moonlighting).	How to Consult with Others How to Involve Regular Classroom Teachers in Mainstreaming IEP's and P.L. 94-142 (as Applies to Regular Teachers) Commercial Materials Appropriate for Mainstreaming (Secondary) Teacher-Made Materials Appropriate for Mainstreaming (Secondary)
Ms. Beth McEntire University of Texas at Austin Department of Special Education EDB 306 Austin, Texas 78712 (512) 471-4161	Teaching Assistant, Assistant Coordinator of Undergraduate Program, Research Assistant for Dr. Don Hammill during development of Test of Adolescent Language, Ph.D in Generic Special Education, August 1980.	Pre-Vocational/Careers Education for Mildly Handicapped Disabilities in Mathematics Alternative Programming for Secondary Handicapped Assessing Language and Reading in Secondary Populations
Dr. Pamela Jean Mills University of Colorado School of Education Austin Bluffs Parkway Colorado Springs, Colorado 80907 (303) 593-3272	Training and experience in mental retardation, emotional disturbance and learning disabilities from a categorical and non-categorical/cross-categorical perspective. Writing and teaching within the area of mainstreaming the mildly and moderately handicapped students, legal rights and responsibilities of teachers and parents, and service delivery systems for the handicapped.	Non-Categorical/Cross-Catagorical Service Delivery Systems Behavior Management/Classroom Management Strategies Providing Education Within the Legal Framework Parental Involvement in Today's Education (P.L. 94-142) Recognizing the Handicapped Learner Within the Regular Classroom

NAME, ADDRESS AND TELEPHONE	BRIEF DESCRIPTION	AREAS AVAILABLE AS A CONSULTANT
Dr. Barbara J. Nelson Education Department 300 Education Building Colorado State University Fort Collins, Colorado 80523 (303) 491-6474	Assistant Professor of Education	Counseling and Curriculum in Secondary
Dr. Carol Nogy 256 Faculty Office Building SUC-Brockport Brockport, New York 14420 (716) 395-2528 or (716) 395-2657	Inservice Project	Designing Inservice Modules Content Subject Adaption Training Module for Inservice Coordinators and Instructors (Forthcoming in Year One of Project)
Dr. Paul J. Pattavina University of Texas at Dallas Box 688 Richardson, Texas 75080 (214) 690-2088	Project Director, CONSERT Project, and Adjunct Assistant Professor (School of Human Development/Department of Special Education). Trained in educational psychology and special education at University of Connecticut. Specialize in educational and therapeutic intervention with seriously disturbed/maladjusted/delinquent adolescents.	
Dr. Dale Polley Poudre R-1 School District 2407 LaPorte Avenue Fort Collins, Colorado 80521 (303) 482-7420	Director, Special Education Services of Poudre R-1 Schools.	Program Development and Implementation
Ms. Carol Chase Thomas Dean's Grant Project 147 Washington Avenue University of Kentucky Lexington, Kentucky 40506 (606) 258-2904	Formerly a Special Education resource teacher in Charleston, South Carolina, now a doctoral student in Special Education and working as a Research Assistant for the Dean's Grant Project at the University of Kentucky.	Mild Learning and Behavior Disorders Pre-service Methods Courses
Dr. Maurice G. Thomas Industrial Sciences Department Colorado State University Fort Collins, Colorado 80523 (303) 491-7354	Professor, Industrial Sciences Department	Curriculum in Industrial Sciences

NAME, ADDRESS AND TELEPHONE	BRIEF DESCRIPTION	AREAS AVAILABLE AS A CONSULTANT
Ms. Kathleen E. Vos 1701 Michigan Avenue Manitowoc, Wisconsin 54220	Graduate Research Assistant for the Dean's Project, College of Professional Studies, Colorado State University. Developed a videotape resource with a facilitators guide called "School/Community/Home: Communicating With the Handicapped."	School and Community Relations and Collaboration Techniques
Dr. Charles D. Weddle Dean's Grant Central Michigan University Mt. Pleasant, Michigan 48859 (517) 774-3385	Teach Child Development, Learning Theory, Early Childhood Curriculum Courses at Central Michigan University. Area of Specialization is early childhood education, but I am interested in mainstreaming at all levels.	
Mr. Tom Wilson Fort Collins High School 1400 Remington Fort Collins, Colorado 80521 (303) 493-3110 ext. 59	Senior LD/EMH Teacher. Four years experience in Jr. High L.D., three years experience with severe and profound retarded in institutional setting.	Learning Disabilities EMH Work Experience Study
Dr. Douglas Wiseman Arizona State University Tempe, Arizona 85281 (602) 965-6156	Associate Professor, Special Education	Alternative Ways of Presenting Curriculum Content in High Schools
Ms. Gladys Wolff 2516 Stanford Road Fort Collins, Colorado 80525 (303) 493-9283 (on sabbatical 1980-81)	Psychologist, educational and community settings. Professional interests include adolescent development, organizational development, coordinated family, community and school programs.	Staff "Burn-Out", mapping and coping with stress Group Process and Mainstreaming Collaborative Communication and Problem Solving (Parents, Teachers, Students) Creating Student Change Options in the Classroom

CONFERENCE WELCOME

William H. Johnson

Is it possible for us to join forces and thereby improve the quality of education for those identified as handicapped? That is the focus of this conference. Special educators, administrators, teacher educators, the classroom teacher, and state, federal and local education agencies have some unique educational roles. But, the combined resources of these sometimes desperate groups can indeed move federal and state policy from rhetoric to action.

Personnel development programs sponsored by B.E.H. Deans' Projects being only one of these mechanisms, should have as their primary objective the sponsorship and development of collaboration across programs and between personnel. Public Law 94-142 in essence says the responsibility for insuring free educational opportunity to all handicapped citizens is a responsibility shared by all educators.

In reality, all educators now share a responsibility formerly placed on the shoulders of so called special educators. Old roles are changing. The former special teacher is now asked to monitor and support the classroom teacher, who must perform the roles formerly reserved for the "specialist." The specialist is becoming more of a resource person; one who provides support services to the teacher "on the line" or, if you will, one toiling in the mainstream. The "line" teacher is now faced with teaching a class with a broader range of learning styles; one with a wider range of psychological and social development; one where multiple teaching strategies are a must. Both the "line" teacher and the special teacher are uneasy with new role expectations. Some have decided they simply can't change. Others can verbalize the new order but don't have the expertise or techniques to change their typical response pattern. The new world of teaching is frightening to many. Adopting new roles is primarily a learned, not chance, exercise. Thus, the need for personnel development programs and conferences such as this.

Educating the secondary and young adult learner, who is handicapped, in the least restrictive environment presents some unique challenges. Handicapped adolescents, and young adults, no doubt have received little attention from those in comprehensive high schools or from vocational technical schools. For example, few provisions have been developed to attend to the needs of the learning disabled or emotionally disturbed, in the least restrictive environment. Separate classes and special environments have been the mode. The "line" teacher has had little or no contact with such students. Concurrently, the number of specialists in secondary and vocational technical schools has been minimal. One gets the picture by visiting a secondary school that those students who were classified as handicapped and served in the elementary grades either were cured or disappeared into thin air!

It is gratifying to know that this conference includes many of the leaders around the country who are developing ways to better deal with the handicapped adolescent and adult in the mainstream. I know that your willingness to share ideas and success stories will assist you and other conferees. Such collaborative efforts as this will begin to produce results as we marshall our resources to serve adolescents and young adults.

As we begin the conference, let's remind ourselves of our many similarities and our common goal to improve the education of all children. Let's try not to hide behind our uniqueness, our special expertise which so often limits our ability to communicate and our willingness to collaborate.

To me, this conference represents an important milestone for sharpening our focus on the handicapped adolescent and young adult student. Also, the fact that every level of the educational community is represented is encouraging for those of us who see greater collaboration as a key for improving the quality of education for all students. Hopefully, you will leave something with your conferees and take something from them back to your operation. Development of new links of communication between the different groups represented should allow this type of sharing and create a new atmosphere of collaboration. Colorado State University is pleased to host this conference.

WORKING TOGETHER FOR SUCCESS FOR THE HANDICAPPED ADOLESCENT

Peter Fanning

I never thought I would have the dilemma that I've experienced lately. When I look back over my short time in special education and realize how big a task it seemed--and how improbable it might be to get legislation passed which would guarantee a free appropriate education for all handicapped children--I then realize just how many of us were really behind this huge ball. We were pushing against all the forces of inertia, and I guess it shouldn't surprise me very much that all of us who were behind that ball, pushing to get it started, are now running at a furious pace to catch up with it so we can slow its progress just a little bit. Slow it--not to reduce the benefits available to children, but rather attempting to make sure it continues to roll in a sensible direction.

The thing I have learned most in the last five years since PL 94-142 was signed is that each of us can slow this runaway ball just enough to give it meaning and direction by implementing it the way it was meant to be implemented.

Just as an aside, you realize what has happened to many of our colleagues and peers in special education who were not behind the ball pushing--they have since been run over--squashed. Those who weren't squashed are still wondering what the heck went whizzing by them and why everyone seems to be running with some purpose except themselves.

If each of you would, sometime during the course of this conference, take five or ten minutes to reflect about some of those things you consider to be significant problems and then consider those same problems as they were two years ago, you may notice what I have noticed--implementation is the watch word to success. Implementation has reduced the random problems created by the runaway ball and have been, for the most part, replaced by guidance problems--those problems which, with good planning, can be alleviated.

Working together for success for the handicapped adolescent. It was only a short time ago that the problems associated with even saying this sentence were beyond awareness, e.g., most of us hadn't even thought of the issue, let alone the problems associated with it. Today the "random problem" of working together so that the handicapped adolescent can succeed can be addressed as a "guidance problem" --one that can be addressed with good planning. Concurrent with the implementation of full opportunity will be changes in the traditional systems of education, but especially special education. Implementation will not only be the answer, it will be the cause in the 1980's. It will cause parents, professionals, and advocacy groups to once again come together in a relationship of shared responsibility. In the 1980's, it won't be one or the other of these groups pointing a finger at the others and indicating the people in that group as unresponsive or uncaring; but rather the constituents of each group will come together to work for implementation and general education in the mainstream of society.

The allocation of resources will become critical, and new systems of efficiency which have greater potential for producing effective delivery systems for the handicapped will be developed. When you consider financial resources, you realize that we have already entered a critical phase. By 1980, a $70,000 home will be selling for $245 thousand, if inflation continues at 13% per year. The average cost in Colorado of educational services for a moderately to severely handicapped child is approximately $5,500. In 1990, the cost will be $18,670 at the present rate of inflation.

Inefficient systems built on the traditional notions of categorization and labeling will be evaluated, modified, or deleted as we come to recognize that the philosophy which serves as the basis for our various mandates and organizations in 1980 are inconsistent with traditional curricular modes for delivering services to handicapped children. Curriculums or courses of study today teach to the mean, not the individual; that appears to be the crux of the myriad of problems which are baffling the practitioners today; e.g., focusing on disabilities and their treatment, rather than on one's abilities and the need to utilize and increase those abilities. Training of personnel will need to complement the delivery services system with taking more responsibility for the sharing of the needs of students who are identified as different by those who come into contact with them.

It is becoming critical that we in education begin to pay more than lip service to the problems outlined above. We in education need to become committed to the notion of cooperation, and the first step will be to do away with the old concept of special education--special education as a separate entity having its own population, facilities, resources, etc.

We need to move completely out of the mode of difference and entirely into the committment of educating all our youth. Special education, like other education proceeded by a descriptor, must begin to function as a resource to education. The children, who had been the exclusive domain of special educators, must be assimilated into the system of eudcation and become the responsibility of all educators.

It will be through this change of attitude that communities will learn to accept the handicapped adolescents:

> Learning strategies and alternative styles will become a reality in all classes;
>
> Emotionally disturbed in the mainstream won't have to be a topic; and
>
> Discipline and classroom management will be a focus for all.

All of you attending this conference are making an important positive step toward better meeting the needs of the handicapped. Your interactions during the next two days in the process of learning what each has to offer will have a major impact on the future.

Editors note:

The above is an abstract of the one hour keynote presentation and discussion by Dr. Fanning, Executive Director of Special Education, Colorado Department of Education.

PARTICIPANTS'
CONTRIBUTIONS

UNDERCUTTING LANGUAGE

Ruth Arnold

This technique is recommended when textbooks are too difficult for pupils to read.

Principles of undercutting:

1. Teach words that cannot be simplified, such as technical terms.
2. Shorten sentences.
3. Substitute simple vocabulary for more sophisticated words.
4. Where possible, use words of one syllable.
5. Repeat general concept or main idea of selection.
6. Condense reading selection.

EXAMPLE:

From CONCEPTS IN SCIENCE
PAGE 212, Balloons and Planes - Going up

Fill a balloon with helium and it will rise. If it is large enough, it can even carry a man with it. Do you know why? Helium is lighter than air. A balloon full of helium weighs less than an equal volume of air. The lighter balloon rises and floats on the heavier air. Will a balloon filled with ordinary air rise?

Fill the balloon with the air exhaled from your lungs. Will the balloon rise or not?

The principle of balloon is fairly simple. Fill the balloon with a gas lighter than air, and it will rise and float on the heavier air. The larger the balloon, the more men and objects it will be able to carry aloft.

LOOK AT THESE WORDS:

helium
propeller
balloon
engine
airplane
heavy
heavier

(Spend time on word attack: Develop concept of objects rising in the air.)

Do you know how balloons go up?
Do you know how planes go up?
They are not alike.
But, they both go up.
Balloons go up when they have helium in them.
Helium is a gas.
Helium is lighter than air.
Blow up a balloon.
Does it go up?
Your air (breath) is not lighter than air.
Fill the balloon with helium and it goes up.
A big, big balloon can take a man up in the air.

An airplane with an engine is different from a balloon filled with helium: it is heavier than air. What makes it possible, then for a plane to rise in the air? The engine which moves the plane forward makes it possible.

On planes with propellers, the gasoline engine turns the propeller which moves the plane forward. The backward motion of the air from the propeller produces the forward motion of the airplane. In jet engines the thrust of the engine moves the plane forward. As the plane moves forward, the air molecules flow past the wings. Most of the lift on the plane is caused by reduced pressure on top of wing as the air travels over the curved upper surface. The increase in speed of the molecules of air result in a loss of pressure. The lower pressure above the wing and the higher pressure underneath makes the plane rise. To understand how this would happen do the investigation on the opposite page.

An airplane is not like a balloon.
It does not have helium in it.
It has an engine.
Some airplanes have propellers.
The engine starts the propeller.
The propeller makes the air go back over the top of the wing.
It goes fast.

This makes the air on top of wing ligher.

When air moves it is not as heavy as when it is still.

So the heavy air under the wing pushes up and the plane goes up.

See for yourself.

Hold a piece of paper on front of your face.

Blow over the top of it.

See the paper go up.

That is what happens to the airplane.

Look at the picture.

When the plane flies, the wings turn up.

The air under the wing makes pressure.

This lifts the plane.

A FOXFIRE-ADAPTED PROGRAM FOR SPECIAL EDUCATION

Brian Beun and
Bataan Faigao

Foxfire is an applied, community-based, experiential learning concept which involves high school students in establishing new relationships by conducting extensive interviews with working and retired adults. From this learning experience, the students obtain a wide variety of skills related to career or vocational education. The original Foxfire was designed to assist groups of young people in discovering and preserving their cultural heritage, but this is expanded to include career and vocational aspects. Foxfire demonstrates the applicability of scholastic work to everyday living, and increases students' understanding of career and vocational options potentially available to them in the future.

One important aspect of Foxfire lies in utilization of a focus on the community as a motivational force for learning. Experience confirms that student initiative and collaboration in the planning and production of a marketable publication documenting the lives, livelihoods, and experiences of adults can also have a substantial payoff in engaging students in learning and also in adapting school programs toward more interdisciplinary and relevant teaching. That this kind of student writing may succeed in attracting wide public interest further boosts a student's sense of identity and accomplishment.

Groups of young adults, in the midst of determining their future work, are organized and trained to interview, document, and communicate the how-to-do-it livelihood skills of workers, older craftsmen, handicapped persons in successful careers, advocates of civil rights for the handicapped, professionals who provide service to the handicapped, and other practitioners. The students, often acting as young apprentices, interact and become involved with these people - people who, during all their working years, successfully applied their skills toward earning a living.

In carrying out his or her job assignments in interviewing adults in their own communities, participating students come face to face with the implication of the work a day world of jobs, careers, occupations, successes and failures, and mid-life career change. This reality is related to them by ordinary people whose self-identities are most often tied to the ways in which they have made a living all of their working lives.

The Foxfire learning concept utilizes a series of techniques related to the experiential learning process that radiates out from the classroom and takes place in the community. Using the classroom as a springboard, students leave school (during school hours) and receive academic credit for the work they undertake in their own communities. Using tape recorders, cameras, and their growing writing skills, they record on tape and film the life and experiences of community residents. Teams of students interview various subjects of their own choosing, then return to school where they develop the film, transcribe the tapes, write articles, and publish the results in a quarterly magazine.

The publication, as a natural by-product of their learning experiences, provides continuity and self-sustaining income for each project from one year to the next.

Each operating Foxfire Project represents a small publishing business. Of a consequence, participating students are expected to master a series of skills in order for them to accomplish their assigned jobs successfully. These jobs are real, and have as much or more validity as most other jobs made available to students by other employers in the community.

Exposure and participation in this type of experiential learning represents a powerful motivating device for young people to learn a wide variety of disciplines and skills they can put to practical use during all their working years. These include the acquisition of career related insights and capabilities which are transferable, marketable, and usable during their lifetime of learning, including English language usage, editing, photography, graphics, darkroom, bookkeeping, marketing, typing, filing, archiving, transcription, layout, design, office organization, interpersonal team work skills, circulation, story writing, advertising, public relations, and public speaking, among others.

Another primary operating goal of Foxfire is to provide young people with a clear sense of self-identity and appreciation of their own potential. At no stage in the life of young people is this more important than in the mid-teens, when they think most deeply about values, their lives and future work, and when they become capable of not only absorbing skills, but also of applying them in their own environment and to their own needs.

Outcomes for students encompass four areas: (1) vocational, (2) academic/cognitive, (3) social, and (4) behavioral. Basic skills areas and competencies which are addressed include: (1) listening and oral communication skills, (2) written communication skills, (3) organizational skills, (4) social skills, (5) research skills, (6) math and business skills related to accounting and marketing, and (7) publication skills. Students are motivated through: (1) experiential learning resulting in (2) a product and (3) linking subject matter to their own identity.

In summary, the Foxfire approach to learning generates both immediate and longer range effects. Apart from its capacity to produce a significant body of published material, it opens up new subject matter, and provides additional incentive in which teacher and student learn together. It requires the direct involvement of learning participants and gives a greater cohesion to the life experience of participating groups. Foxfire demonstrates that learning, practical activity, and work can be reinforcing rather than antagonistic activities.

For more information on the Foxfire Program for Special Education, contact:

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PROJECT NEEDS

A Research and Demonstration Program for students with Emotional or Behavioral Disorders

David J. Benson
Kay Cessna

Providing programs for students with emotional or behavioral disorders (E/B D) in the schools has presented a variety of problems for public education. These problems have often hindered and even impeded the delivery of needed services to such students. These problems have included:

1. The lack of a clear role definition for the public schools in educating students with emotional or behavioral disorders;
2. The debate of whether schools should provide "treatment" to E/B D students;
3. A fear on the part of school personnel that E/B D students cannot be handled adequately in school programs;
4. A difficulty in designing school programs to appropriately address the varying needs of E/B D students;
5. The abundance of theoretical approaches potentially available for serving E/B D students in the schools;
6. A scarcity of personnel appropriately trained to serve E/B D students in school programs.

To address these and similar problems, the Colorado Department of Education sponsored Project NEEDS. Project NEEDS is a research/demonstration program for students with emotional or behavioral disorders developed to assist Colorado school districts in designing and implementing school services for E/B D students. It's major pruposes are:

1. To develop a data base regarding the current "state of the art" in school E/B D programs;
2. To establish and implement a workable role definition for the schools in serving E/B D students;
3. To design and implement a systematic program structure which adequately addresses the social, emotional and behavioral as well as academic needs of E/B D students; and
4. To identify and utilize available professional personnel to most effectively serve the needs of E/B D students in the schools.

Project NEEDS has been involved in various research and experimental activities. These have included literature research, program visitations and review, consultation with local and national authorities, and experimental program implementation. The major effort of Project NEEDS has been the implementation of three research/demonstration classrooms (one elementary, one middle school, and one high school).

These classrooms have been the "testing and proving grounds" for the above listed purposes. They were designed after a period of research and conceptual development. The classrooms are based on the concept that "treatment" and education cannot in practice be differentiated in serving E/B D students and that, in order to adequately meet student needs, school programs must address not only the academic needs of students but also their social, emotional and behavioral needs. In order to accomplish this goal, a variety of available educational and treatment models were reviewed. It was felt that no one model provided enough or appropriate methods to adequately meet the needs of all E/B D students. Rather, six common components were identified from various existing models and approaches applicable to children with emotional or behavioral disorders. It was felt, and is being supported by program application, that these six components provide the essential structure for any school program for E/B D students. These six components are: Environmental Management, Behavior Management, Academics, Career/Vocational Education, Affective Education, and Counseling. The three research/demonstration classrooms are organized to fuse these six components into a unified program for E/B D students. These classrooms also utilized a structured "needs assessment" format in order to better target services for E/B D students. This approach incorporates eight "need questions" that could be answered by school staffing teams in order to insure appropriate service planning for each student. Each classroom is staffed by one certified teacher, one half-time psychologist or social worker, and one paraprofessional. Between 9 and 18 students are served in each program depending on student needs and severity.

The design and implementation of E/B D student programs is based on six basic sequential steps. The major goal for each student is to initially provide external direction and/or control for the E/B D student with systematic movement toward the student acquiring skills and behavior to become self-directed and/or controlled. These steps are as follows:

Step I

Assessment for the identification of students with emotional or behavioral disorders.

Step II

Assessment to determine student needs, in the following eight areas:

1. academic (curricular)
2. training (adaptive or developmental)
3. physical environment adaptations
4. behavior management
5. social/emotional
6. vocational/avocational
7. home/school interactions
8. transportation

Step III

Design of program with services to address the student's needs by sequentially applying the following six program components to the degree appropriate for each individual student:

1. environmental management
2. behavior management
3. affective education
4. counseling
5. academics
6. career/vocational education.

All service components must be fused into a single unified program for the student. (Fragmentation of components or services has proven to be a detriment to program effectiveness).

Step IV

Assignment of professional personnel to provide the above six program components. Personnel are selected from regular and special certified teachers, psychologists, and social workers plus other professional disciplines as indicated by individual student needs. Service provider numbers are kept to minimum workable numbers.

Step V

Implementation of services from the six component areas with the student's "homebase" in either regular education or special education.

Step VI

Periodic re-assessment of pupil progress in order to:

1. modify student program as needed, or
2. dismiss the student from the program.

Project NEEDS has developed, or is in the process of developing, the following products or services:

1. A Guideline Handbook for E/B D Programs which addresses administrative as well as programming issues. This handbook addresses the following topics:
    a. definition and criteria
    b. a model for identification
    c. model for personnel usage
    d. programming structures (i.e. six service components)
    e. essential ingredients for successful school programs
    f. suggestions for providing successful services
    g. a short summary of available affective materials
    h. example case studies.
2. Workshops in the following program areas:
    a. behavior and environmental management
    b. affective education and counseling
    c. administrative program planning
3. Demonstration classrooms that accommodate visitors on a full one-day inservice basis.

4. A multifaceted consultation model to assist school districts in the process of developing programs for E/B D students.

5. A three pronged program evaluation model to evaluate student change in the following areas:

   a. academics
   b. behavior
   c. psychological (personality) characteristics

Project NEEDS will begin its third year in September, 1980. For more information contact:

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Project NEEDS
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2407 LaPorte Avenue
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STRATEGIES FOR ADAPTING SCIENCE FOR HEARING IMPAIRED JUNIOR HIGH STUDENTS

Dean R. Brown

A project funded by the Colorado Department of Education, Special Services Unit, is just nearing completion. The purpose of this program has been to enhance the learning of life science concepts by hearing impaired juinor high school students in Fort Collins and Grand Junction, Colorado. The major goal of the project, entitled "Adapting Life Science Units to Hearing Impaired Junior High School Students" is to enable 12 mainstreamed hearing handicapped students in Fort Collins, and 5 hearing handicapped students in Grand Junction to better understand science concepts which they have had much difficulty comprehending and conceptualizing. The project director, Dean Brown, has been working with a team of educators to accomplish project goals. The team is composed of a teacher of the hearing impaired, several regular classroom science teachers, an audiologist, a speech language specialist and a graduate assistant. The project director and various members of the team work with the hearing impaired students in Life Science both in the regular classroom and then supplement instruction in the resource room.

Hearing impaired youth have considerable difficulty with vocabulary, language skills and conceptualizing, especially in science. This project has attempted to give the students more concrete, cognitive, hands-on investigations, more visual representations of concepts and laboratory investigations and individualized assistance. Hearing impaired students have had the opportunity to "experience" science rather than just memorize vocabulary without meaning. Strategies and materials have been adapted to better the education of these youth. Not only have the hearing handicapped seemed to have profited from this effort, but also other "hearing peers" have performed better during the project. A packet of four units will soon be ready for distribution in Colorado. The unit titles are: Cytology; the Microscope; the Ear and Eye; and Smoking, Drugs and Alcohol. These units were chosen due to the problems hearing impaired students have had in the past trying to understand relevant concepts relating to these units.

In addition to the above project, the same team has completed a funded project to adapt an ecology unit for utilization by hearing impaired students at Pingree Park in the Rocky Mountains of Colorado. A 3-day "Eco-Week" experience was provided for hearing handicapped students in the summer of 1979. A project now underway, funded by the National Science Foundation, is entitled "Adapting General Science Modules for Hearing Handicapped Students in Grades 7-9." In addition to the two mainstreamed schools, the Colorado State School for the Deaf and Blind is also participating and utilizing strategies and materials with their students.

SCIENCE CURRICULUM DISSEMINATION PROJECT FOR TEACHERS OF LEARNING HANDICAPPED STUDENTS

James B. Cunningham
Charles H. Heimler

Research studies indicate that Learning Handicapped students, especially Educable Mentally Retarded students--those who possess a lower than average learning ability--can benefit measurably from science instruction. Thus, it is imperative that science programs suited to these students be disseminated to schools in which these students are enrolled. This project will disseminate three such programs--Me Now and Me and My Environment (national programs), developed by the Biological Sciences Curriculum Study, and science content and materials, some in the form of kits (local programs), developed by the Los Angeles Unified School District. Twenty teams of teachers (each team consisting of a special education teacher and a science teacher) from twenty different junior high schools representing a cross section of the L. A. School District will participate with the staff in large and small group sessions in which the objectives, methods, content, and related pedagogy of the science programs will be studied and evaluated. The twenty teams of teachers will subsequently, after consulting with principals and chairs of science departments, arrange meetings in their respective schools to disseminate information concerning the science programs to teachers, counselors, administrators, and parents in these schools. An on-going evaluation of the project will be based on data obtained through on-site reports, telephone surveys, and a questionnaire to be administered at the close of the project.

SECONDARY TEACHING METHODS, ENGLISH AND JOURNALISM

Julie Dodd

With funds from a Dean's Grant project mini-grant, I have been working with Betty Taylor (coordinator of U.K.'s secondary methods course) and Carol Chase Thomas (Research Assistant for the Dean's Grant Project) in developing materials and activities relating to mainstreaming to be included in the secondary methods course. We have worked with classroom teachers and special educators from the area secondary schools in revising the course.

As a by-product, Carol, Betty, and I (and another instructor of the secondary methods course) have been asked to present a day-long workshop on "Mainstreaming in the Secondary Classroom." The workshop is being funded by U.K. Center for Professional Development in conjunction with the Kentucky Department of Education. Also, Carol, Betty, the chairperson of the Department of Curriculum and Instruction, the chairperson of the Department of Special Education and I will be giving a panel presentation on "Mainstreaming in the Secondary English Classroom" at the national convention of the National Council of Teachers of English in November, 1980.

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CONSULTANTS

Dean George Denemark - Dean of the University of Kentucky's College of Education

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Prof. Betty Taylor - Coordinator of the University of Kentucky's secondary teaching methods micro-teaching course

EMPLOYABILITY CHARACTERISTICS

Marilyn J. Fender

The following excerpt is from a chapter (Fender and Wolff) in a book being published in Winter 1980-81 by the Division for Career Development and the Division for Children with Behavior Disorders of the Council for Exceptional Children.

Career education should provide the structure to help students develop their life directions based on their own attributes in full awareness of societal demands. The youths own desires and interests, personal attributes, and societal demands underlie the conceptual framework upon which the intervention can be built. This framework would be practical with all youth, handicapped or not, but is considered a basic necessity for survival for the handicapped youth who are about to leave the school system.

The decision for career education curriculum needs to be made very carefully due to the minimal amount of school time left. Typical career education curriculums contain a wide variety of content. White isolated 761 individual objectives on a range of topics when doing a content analysis of five career education curricula (1979). A survey on career education of the handicapped in 181 Colorado School districts indicated that the highest priority item of both special and career educators was to broaden the scope of career possibilities for the handicapped (Fender, Lange 1978). To broaden the scope, it is necessary to determine what the critical variables are that allow a broad selection of employment alternatives. This number is far too many to use.

An inventory instrument that delinates critical variables and provides a curriculum base for building a program in career education was developed by Fender out of several surveys plus a selection of information emerging from the cognitive areas of educational intervention (1980). The instrument construction was item analyzed, reviewed by experts in the field (Fender, 1980), and subjected to statistical analysis for reliability (McEntire, 1980). Content validity was initially determined by the responses from the employers and by experts in the field. Additional research is currently being conducted on both reliability and validity.

The inventory instrument contains 46 attributes that are considered critical for employability. The employability characteristics fall into nine major clusters: attendance, work habits, math, reading, spelling, handwriting, interviewing, skill training, and personal characteristics. Examples of the attributes are shown on the next page, Figure 1. In the student application of the attribues, two questions are asked: (1) "Do you see yourself as having the following characteristic?" and (2) "Do you see the characteristic as necessary and desireable for being successful?" An additional open ended question, not related to the attributes, ends the inventory: "What do you plan to do when you leave high school? Name of occupation ____________________."

Programming to be used with the inventory can take several directions. A manual describing intervention possibilities is in process. For further information contact Marilyn Fender (address on participant list).

Figure 1

Samples of the Attributes Probed in the Nine Areas of Inquiry

Attendance

A2	Knows what to do when arriving late

Work Habits

W5	Asks sufficient questions to clarify tasks
W8	Works independently
W10	Starts tasks or assignments when expected

Math

M3	Can do one digit multiplication/division

Reading

R1	Can read at sixth grade level

Spelling

S2	Spells most words correctly

Interviewing

I2	Arrives on time for appointments

Training

T3	Would be willing to participate in additional training related to work

Personal Characteristics

P2	Dresses similarly to most people

© Fender, 1980

MODIFYING ATTITUDES TOWARD THE HANDICAPPED

Marilyn J. Fender

That prospective regular classroom teachers and others hold positive attitudes toward the handicapped is critical to success in working with the handicapped (Hughes, 1978; Hobbs, 1974). Positive attitudes are a prerequisite to being willing to modify curriculum presentations, to facilitating a positive group climate, and to having positive expectations of behavior and achievement for the handicapped.

Research was conducted (by Fender) in the form of an experimental study, to examine if the use of selected handicapped adults as instructional resource personnel in a secondary teacher education pre-service program would result in a positive attitude formation toward those labeled handicapped.

Subjects were teacher trainees enrolled in six educational psychology classes in the Spring of 1980 at Colorado State University in the College of Professional Studies. Subjects were categorized into five groups: Science/Mathematics; Social Science/Humanities; Physical Education; Vocational Education/Industrial Science; and other.

Classes were randomly assigned to three treatment conditions. Two classes formed the treatment group and two classes formed each of two control groups. The statistical analysis used was a nested or hierarchial ANOVA with an uneven n. The data indicated that the experimental treatment condition developed more positive attitudes toward the handicapped than either control group. All three groups had essentially similar attitudes at the beginning of the study.

The major conclusion is that using handicapped adults as instructional resource personnel will increase the positive attitudes of students in pre-service teacher education programs.

Although study was conducted in a pre-service program for secondary teachers, it is projected that the type of intervention used in the research would be beneficial in in-service for both the educator and for those in business and industry.

The type of handicapped person who is used as a resource should present a positive image to contrast old negative sterotypes. For further information on the study and for suggestions on how to structure the use of the handicapped resource personnel, contact Marilyn Fender (address on participant list).

IMPLICATIONS FOR COMPETENCIES IN SECONDARY TEACHER EDUCATION PROGRAMS

Marilyn J. Fender

The following is an excerpt from a reaction to seven model programs presented in a symposium organized by R. Hunt Riegel. See page 105 of this document for further details on the symposium. The entire chapter will be published in September, 1980 (R. Hunt Riegel, Editor).

In reaction to the symposium presentations on seven models in secondary education for the handicapped, I would like to delineate some basic implications that might form an initial minimum structure for secondary teacher education for the handicapped:

1. Teachers must have organizational skills, problem solving skills, and planning skills in order to develop and actualize efficient, effective programs for youth.

2. Teachers must have knowledge about typical growth and development patterns of adolescents, keeping in mind that most handicapped students are more like other students than they are different.

3. High schools are the last opportunity for teachers to provide life readiness skills, therefore they must have knowledge about developing independent behaviors in their students, as well as cooperative interactive behaviors; both of which will be necessary as life maintenance skills. Career education as a broad concept for enabling life success must, therefore, be integrated into programs in addition to typical academic and social skills.

4. Teachers must have assessment skills to determine what a student needs and to know what programming is appropriate. The seven models offer a broad menu for programming that, when well chosen from, with the right amounts from each, can serve the unique needs of most handicapped students.

5. Teachers must develop an openness and flexibility in their approach to education, based on the knowledge that there is no one way to teach and no one easy answer for the complex problems often encountered by the handicapped student in the secondary school.

6. Teachers must be trained in how to seek further information. Since it is apparent that, in the typical amount of hours offered in even a full four year preservice teacher education program, teachers cannot be given all answers to all problems, they must know how to seek further information. The vast amount of techniques offered in the seven model secondary programs must be somehow accessable to the teacher when the time and need arises, since they cannot initially be trained in depth in all aspects of all models.

7. Teachers must have skills in evaluation of the effectiveness of instruction and programming and be able to make assessments an integral part of the teaching process, if they are to know when they must seek further information and to know what kind of information to seek.

8. In all the areas mentioned so far, a critical issue is communication. Teachers must know how to communicate with others and how to recognize whether they are using a language system that all involved understand. All too often, special educators do not even realize when they are using jargon. Therefore, if there is to be appropriate and useful communication, the special education teacher and others must take an active part in determining that a comm , easily understandable language is used.

9. Teachers should be aware of the abilities of all professionals involved with a student, and believe that all can offer useful information. Both regular and special teachers are critical to the handicapped students education, and both have much to offer along with other resources such as parents; therefore, the ability to be a good team member is critical.

10. A teacher must have knowledge of the basic rights and responsibilities of teachers in relation to students, families, and schools. This includes knowledge of due process procedures and development of Individual Education Programs.

11. A final point is that, since high school settings approximate university settings to a great degree, the potential for the university setting themselves to model desirable teaching behaviors should be modeled in the training programs; taking advantage of students strengths, demonstrating good planning and decision making, giving students a variety of ways to learn and to respond, assisting in increasing their strategies for learning, and other skills should be part of the way that future teachers receive their training. If teacher trainers are going to teach a skill to others, they should be able to demonstrate it in their own behaviors.

Summary

The issues of what must be included in teacher education are complex. The above competencies are an excerpt from a beginning look at what needs to be included in future programs. For an expansion of these ideas, contact Marilyn Fender (address on participant list). For a description of the seven models the competencies were derived from, contact R. Hunt Riegel (page 105 this document).

BRIDGING THE GAP BETWEEN SPECIAL AND VOCATIONAL EDUCATION

Norma Gilmore

For the past several years, the State of Colorado has been in the process of upgrading a vocational education/special education component in secondary curricula. Administrative units throughout Colorado were invited to submit proposals addressing this topic. The South Platte Valley BOCES (Board of Cooperative Educational Services) located in Fort Morgan, Colorado, submitted a proposal utilizing the Michigan Model. It was approved and funded for three years.

The Michigan Model has four components which are VESEP I, II (Vocational Education-Special Education Projects I and II), CRI (Career Related Instruction), and CEH (Career Education for the Handicapped).

VESEP I

VESEP I was developed first. It is composed of the ten most commonly used Occupational Clusters. Within each cluster are several subclusters which represent vocational programs. An example would be the cluster, Agriculture and Natural Resources; subclusters: Agricultural Mechanics, Landscaping, Greenhouse/Floriculture, and Forestry and Recreation.

Listed within each subcluster are tasks necessary for each job. Suggestions for teacher materials are also included.

VESEP II

Upon completion and implementation of VESEP I, the need surfaced for students to learn prevocational enabling skills prior to vocational education; consequently, VESEP II was developed. It consists of a survey which assesses student ability in performance of enabling skills, an interest survey, and the Instructional Design Manual. An impaired student is assessed with both survey instruments. The results are matched, "interest with abilities," and an individual plan is developed for each student. The Instructional Design Manual was written to assist teachers in the implementation of this plan. It was written with the intention of giving Special Education teachers a base upon which to start teaching the specific enabling skills needed for vocational tasks.

Special educators must develop strategies for vocationally orienting a portion of their curriculum without abandoning academic goals; and vocational educators must provide assistance to special educators so that when handicapped students enter a vocational training program the vocational education teacher does not have to teach enabling skills. Special Education teachers should teach prevocational enabling skills, and Vocational teachers should teach prevocational and vocational skills. They must work together to provide handicapped students with necessary skills. When students can execute prevocational enabling skills, they are more successful in vocational education and the World of Work.

CRI

The Career Related Instruction (CRI) materials were developed to aid an instructional/supportive staff in providing prevocational instruction. The materials enable handicapped students to be more successful in the vocational component of their educational program.

This project contains an individualized instructional system to enable each student to progress at his own rate. It teaches students vocational terminology and related concepts identified in the VESEP I clusters. Task analysis modules allow students to learn at their own level and speed. There are modules for every cluster. Filmstrips and tapes are also available. These materials can be used as prevocational materials, career exploratory materials, or as beginning vocational instruction.

CEH

Career Education for the Handicapped provides a training system, training materials, and trainee materials. A trainer teaches the instructional/support staff to infuse career education into regular education at the secondary level. The project components are self-awareness and exploration, decision-making, planning and placement.

SUMMATION

This four-phased Michigan Model provides assistance for coordinating Special Education and Vocational Education for impaired students. It is a base upon which to start to bridge the gap between Special Education and Vocational Education.

Permission has been granted from Michigan to allow revision of the materials to better meet the needs of handicapped students in Colorado. Currently, the staff at South Platte Valley BOCES is in the process of piloting and adapting the materials. The BOCES Work-Experience Study Coordinator is instructing both Special Education teachers and Vocational Education teachers in implementation of the model to insure better student preparation for the World of Work.

PROJECT STILE

Jerry Keimig

Handicapped learners in the secondary school must be able to cope with the same set of demands and expectations as their non-handicapped peers. If they are to experience success, all adolescents must be able to listen effectively, take notes, read books, follow directions, participate in discussions, write papers, take tests, and effectively manage their time. The Learning Disabled adolescent, because of specific learning deficiencies, is often at a disadvantage in performing these and other crucial learning skills.

Project Stile is an attempt to identify a series of crucial learning skills and develop specific instructional units designed to teach students "how to learn." Mastery on all units depends on successful application in the regular classroom independent of instruction from resource room personnel. If students are to succeed in the regular class, an intensive effort must be made to tie learning strategies to the needs of the regular class. This requires a good deal of time to be spent in cooperative planning efforts. The resource teacher must not only elicit input from regular teachers to determine which strategies should be taught, but must also maintain an ongoing contact to insure generalization of skills.

REFERENCES

Teaching the Learning Disabled Adolescent: Stretegies and Methods. Gordon Alley, Donald Deshler. Love Publishing Company.

Learning How to Learn: Methods, Objectives, and Activities for Teaching Strategies to LD Adolescents. CSDC Project, Lawrence School District, Lawrence, Kansas.

CONSULTANTS

Dr. Gordon Alley, Dr. Donald Deshler, and Steven A. Carlson, Institute for Research in Learning Disabilities, University of Kansas, Lawrence, Kansas.

PROJECT STILE: A LEARNING STRATEGIES APPROACH

Jerry Keimig

Students in the secondary school are forced to cope with a wide range of changing academic and social demands. As they move into junior high, the emphasis of instruction shifts from the teaching of the basic skills of reading, writing, spelling, and mathematics to the application of basic skills in the various content areas. Students are expected to read, write, listen, speak, think independently, and apply such skills in science, math, and the language arts. In addition to the application of the basic skills, a new set of crucial learning skills becomes increasingly important in the secondary school. Students must also be able to:

1. take tests
2. read rapidly and with flexibility
3. understand charts, graphs, and tables
4. use textbooks efficiently
5. identify key words
6. monitor for errors
7. generate and test hypotheses
8. manage time and establish priorities
9. brainstorm for ideas
10. solve problems
11. take notes from lectures and written materials
12. remember important information
13. ask questions

Many students, particularly the learning disabled, are unable to adjust to the change in demand and are incapable of applying the broad array of crucial skills necessary for success in the secondary school. Recognizing these deficits, Dr. Gordon Alley and Dr. Donald Deshler of the University of Kansas developed a learning strategies approach to meet the needs of the LD adolescent. This model is designed to teach students how to learn rather than to teach students specific content. Learning strategies can be defined as:

> techniques, principles, or rules that will facilitate the acquisition, manipulation, integration, storage, and retrieval of information across situations and settings.
>
> (Alley & Deshler, 1979)

Project STILE (Strategies to Increase Learning Efficiency) is a federally funded Child Service Demonstration Center at Lawrence High School, Lawrence, Kansas. The major function of Project STILE is to develop and implement a series of learning strategies to assist the LD adolescent in meeting the demands of the secondary school.

If students are to meet the varied demands of the secondary school, they must be given direct instruction in skills which have direct application in the regular classroom. All goals and objectives for the LD adolescent are written to measure progress as increased performance in the regular classroom. Little emphasis is placed on mastery of kit materials in the resource room. Teaching sequences are designed to lead the student from a knowledge of basic concepts of a given strategy to independent application in the regular classroom. To insure this process, a strict procedure is followed in teaching all strategies:

1. have the student perform tasks that demonstrate the approach he is currently using
2. explain and demonstrate a different, more effective strategy
3. teach the student what the strategy is to an automatic level
4. have the student apply the strategy in controlled materials
5. have the student apply the strategy in increasingly difficult material
6. have the student apply the strategy in materials from the regular classroom
7. monitor the student's ability to use the strategy in the regular classroom
8. provide additional instruction and reinforcement as necessary

The emphasis of strategy instruction is on improvement in the regular class. If this is to occur, great emphasis must be placed on working with regular educators. The instructional staff of Project STILE places a high priority on cooperative planning with the regular classroom teacher, and such contacts are made prior to a student's placement in the resource room. Goals and objectives for the LD adolescent are selected on the basis of input from content teachers. Teachers are asked to identify those skills which all students must demonstrate proficiency in if they are to be successful. After input from several teachers is analyzed, those skills appearing with the highest frequency become the basis of the student's Individual Educational Plan.

Contact with regular educators is maintained on a regular basis and becomes intensified as a student begins to apply strategies in their regular classroom materials. If a student is learning how to skim through materials at a rapid pace, the content teacher may be asked to observe the student to determine if he is applying the strategy independently in that classroom, and if the application of the strategy results in increased performance such as completing more assignments, making better grades on tests, and being better prepared for class discussions. Other teachers will be consulted to assure generalization of the newly acquired strategy. The process of cooperative planning thus becomes cyclical in nature, with the regular classroom teacher serving as a primary source of input as to specific interventions and as an evaluator of student growth.

If intensive planning is to occur, there must be adequate release time for resource room personnel. The resource teacher must take the initiative in contacting teachers in regard to the demands and expectations of the regular classroom. In a successful learning strategies program, much time and energy must be devoted to monitoring pupil progress in the regular classroom and developing quick and efficient means of measuring the generalization of newly acquired strategies outside the confines of the resource room. This requires that a minimum of two hours per day be set aside for working with teachers to insure adequate programming for the LD adolescent.

Administrative support is essential in securing the planning time necessary to insure successful implementation of a learning strategies program. Building principals should be made aware of the many and varied demands on the resource teacher. In addition to their teaching duties, they often serve as psychometrist, curriculum developer, and consultant. It is in the consultant role that the resource teacher has potentially the greatest impact. Administrators should act as facilitators of cooperative planning efforts between regular and special educators to insure that the role of the resource teacher expands from that of a teacher of the mildly handicapped to a change agent capable of providing services for all students in the secondary school.

FLOW CHARTING: AN INSTRUCTIONAL INTERVENTION

Jerry Keimig

Students and teachers share the need to recognize the structure and organization of information. Teachers must be aware of the general organization of their subject matter in order to present it in a clear concise manner. Students must demonstrate the ability to percieve the organization of such information and show competence through explanation of concepts or direct application of skills. Both students and teachers can benefit from strategies which enable them to better organize their thoughts and demonstrate proficiency of newly acquired skills. The use of flow charts is one such strategy which can assist students and teachers in manipulating and retrieving newly acquired information.

A flow chart is a diagram consisting of a set of symbols and connecting lines that show a step-by-step progression through a procedure or activity. Flow charts require a teacher or student to analyze a task and break it down into its component parts. Emphasis is placed on the relationship of the component parts and the sequential nature of the task. There are many uses of flow charts both for students and teachers. Some of them include:

1. follow directions
2. organizing and categorizing information
3. developing a model of a problem
4. breaking a procedure down into its component parts
5. organizing and planning solutions
6. completing tasks according to prescribed rules
7. pre-planning how to do a task

Flow charts can be used to conceptualize tasks by providing a visual representation of a procedure. They can be used to analyze a particular operation by taking an individual step-by-step through a process focusing his attention on the key points. In addition, they can be used as a concrete aid when performing operations.

Flow charts have direct application for mathematics teachers. In a math class there is an inherently logical set of procedures which must be followed if the correct answer is to be obtained. Any deviation from the procedure can result in an incorrect answer. Flow charts can be used as a crutch by students experiencing difficulty in completing operations. Students can use flow charts to spot errors when working through operations, or when checking answers. More importantly, flow charts can be used as a direct teaching tool. The math teacher can introduce a new operation by taking the class step-by-step through a flow chart. Students can gain a clearer understanding of the procedures involved and their relationship to one another. The teacher can monitor the progress of the class by using the various sections of the flow chart as a guide for questions and/or discussion. Practice exercises over each section of the flow chart can be provided to insure mastery of the basic concepts prior to drill over the entire operation. If flow charts are used on a regular basis, teachers and students follow a consistent process for the introduction and application of all mathematical operations.

The use of flow charts is not restricted to mathematics. Such charts can be used in the sciences to illustrate processes such as respiration, photosynthesis, and the dissection of a frog. Industrial arts teachers can teach the correct operation of power tools through flow charts, as well as the proper sequence for completing a woodworking project. Home economics teachers can place operations such as hemming a dress or baking bread on a flow chart to better illustrate the step-by-step nature of the task. English teachers can make use of flow charts to teach basic written communication skills such as the development of a three paragraph essay. Students can rely on the flow charts to insure that a consistent process is adhered to at all times.

Flow charts can be particularly useful for the low achieving students who have difficulty dealing with lengthy verbal and written directions. Those students, when taught the basics of flow charting, can construct their own charts or follow the charts of others when performing difficult operations such as long division or writing an essay.

Many times teachers are confronted by the student who says, "I can't do this." Much time is devoted to searching for the source of the problem, and often times the entire procedure must be retaught to the exasperation of both teacher and student. If both are skilled in the use of the flow chart the error can be quickly identified and remediation can be targeted to a specific question. "I can't do" because "I'm having trouble with this step." Such a process can provide the student with more immediate feedback, target the remediation to a specific point, and give the student a more efficient strategy for communicating with the teacher.

The advantages of flow charting are not limited to those students experiencing difficulty in school. Flow charting, which has its roots in computer technology, can be used by advanced students dealing with complicated mathematical and scientific procedures. The ability to conceptualize, analyze, and perform operations is a necessary requisite for any advanced educational pursuit.

Flow charts can be used in direct teacher-student instruction, in peer tutoring formats, and as an individual study procedure. Flow charting should not be looked upon as an independent add-on to the curriculum. Instead, flow charts should be used as a tool to better facilitate understanding and performance of existing curricula. The use of flow charts in the regular classroom can give both teacher and student one additional strategy for dealing with the logical progression of operations inherent in all instruction.

COMMENTS ON PROGRAM EVALUATION

Robert R. Lange

Program Evaluation is a problem and thorn in the side for most educators developing and testing new educational practices. Part of the problem can be attributed to the many different ideas about the purpose and function of an evaluation. Concepts of evaluation are so varied it is difficult to get agreement about what evaluation is supposed to do. Every agency has their pet "model" of program evaluation. Each model is replete with its special schematic diagrams and unique vocabulary. Although the divergent thinking may be desirable from an academic point of view, it leads to frustration and confusion among practitioners more concerned with program development than with academic distinctions and professional jargon.

Of all the many models and concepts of program evaluation that have been offered, only one set of ideas has obtained general acceptance and tends to be well understood by most agencies supporting program development. The integrity of these concepts is due to their relative simplicity and compactness. Michael Scriven introduced these concepts in the mid-1960's. The two basic roles for program evaluation; the formative evaluation and summative evaluation.

The formative role of evaluation is concerned with obtaining information that can be used by program staff. It concerns the identification of the parts of a program that appear to be working well and should be retained and those parts of the program that have faults and need revision.

The summative role of evaluation is concerned with obtaining information for persons other than the program and development staff. This information is intended to answer the questions "How well does the program produce the results it was intended to produce?", or "Is the program of any value or worth?"

A casual observation of the program evaluation efforts of a large number of projects leads to the conclusion that most projects do a fairly good job of formative evaluation. The summative evaluation efforts, however, are usually either totally absent or, at best, extremely weak. There are some justifiable reasons for the state of the art of evaluation in most programs or projects. The content and procedures of the new program are constantly under review and refinement during the majority of, if not the whole, life cycle of the development process. Because the program is constantly changing and does not reach a state of relative stability until the end of the development period, none of the teachers or students involved in the developmental cycle can be used as a data source for summative evaluation purposes. Because teachers and students exposed to developmental phases of the program have not been exposed to the program in its final form, such data would be, at best, misleading.

Although final summative evaluation is not appropriate, funding agencies and/or school districts hosting development projects desire to have summative evaluation information at the end of the developmental cycle. They want to make decisions about whether to continue the effort or promote the program's adoption in other locations. What is really needed is an extended period in which the program, in a relatively stable state, can be tried with a new group of students and/or teachers so that its true impact can be assessed. This luxury seldom exists, and few funding agencies are prepared to support such an effort.

What options then are available to program personnel? There is really only one scientifically defensible position to take. The answer is to concentrate on the sound, well-designed, formative evaluation and to make a sincere effort to approximate a summative evaluation that would permit at least some projections of the results that might be found from an adequately or appropriately summative evaluation. We need to elaborate on each of these suggestions in more detail.

Suggestions for Formative Evaluation

An adequate formative evaluation requires a great deal of creativity and flexibility. It also requires that the development staff have a clear description of what they are attempting to accomplish. It should be recognized that good formative evaluation is consistent with good program administration or management. That is, good formative evaluation and good program management or administration are nearly identical. We cannot clearly separate or distinguish these two responsibilities into discrete and independent tasks. Formative evaluation is designed to answer a general set of questions. These questions will vary from program to program but usually will fall into a few common categories.

One category of questions concerns the extent to which program activities and development tasks are taking place as scheduled and planned. This set of questions include: Are program personnel employed when planned? Do the developmental staff participate in developmental activities to the degree to which they have been assigned? Are components, or units and other tasks, completed when planned and in the form consistent with original design? Are modifications to the planned activities and/or time schedule based on appropriate and adequate reasons? These are critical program management questions. They must be answered through information available in the form of records, minutes of meetings, and other artifacts such as proposed time schedules, etc.

Another category of formative evaluation questions centers in on the appropriateness of products and/or procedures proposed by the development team. The information is gathered as the products and/or procedures are tried in a variety of sites in their preliminary form. Such questions as: To what extent do teachers and students use the materials? What is the reaction of teachers and students to the content and format of the materials? Do teachers express a willingness to continue to use the materials and/or procedures? One of the key aspects of this set of questions is that they are designed to obtain specific suggestions on how the materials and/or procedures might be modified or adjusted. Teacher and student suggestions can be obtained in a variety of ways; such as small group meetings or personal interviews, as well as through written answers to open-end questions. The person gathering such formative evaluation must be especially sensitive to body language and must be a good listener. The program staff should develop an attitude that the intended users of the new program are given the opportunity to help form the program into that which seems best for them. It is the formative evaluation process that allows the intended users of the program to have an active part in formulating the content and structure of the new program. The developer's role is to guide or assist the intended users in formulating the program into a functional package or procedure.

It is worth noting that the information gathered in formative evaluation is usually very "soft" data. It consists of record information, testimonials, a collection of human opinion, and judgments on the quality or appropriateness of artifacts produced by the target group. The target group is composed of those individuals who are the intended users of the program.

Formative evaluation is seldom of use to individuals other than the development team. This information is rarely useful to funding agencies or school district administrative staff in making decisions about the quality or likely impact of the program on other individuals. Although it is a mistake to direct formative evaluation to individuals outside of the development team, this act is sometimes necessary in order to demonstrate to interested individuals (the funding agency staff) that evaluation is, in fact, being implemented.

Summative Evaluation

The intended audience for summative evaluation is the set of persons in funding agencies,and other individuals,who may wish to make decisions as to whether a program should be tried in other locations. These persons require an answer to the basic question, "Of what value or worth is the program in achieving its intended goals or objectives?" Another way of viewing this question is "Are students or teachers any different after being exposed to the program than they would have been without the program?" The answer to this question can seldom be obtained without the use of a well-designed research study.

Under ideal conditions, summative evaluation requires the use of the program with some group other than those used during the development cycle and from whom formative evaluation was obtained. The program must be maintained relatively stable during this study, and some comparison group must be available. A comparison group often consists of one of two types. The first type, usually considered more desirable, is a control group that is comparable to the group using the program. Comparability is best established by randomization. The randomization strategy is seldom available in a school situation. Quite often, the control group is a convenient group that is selected on a series of criteria judged to be equal to the treatment or program group.

When a comparison group is not available, a second type of design, called a trend analysis, may be considered. This type of design requires planning in advance. Usually, it is used when we can argue that the group of students and/or teachers in an educational program are relatively comparable from one year to the next. Information or data on the knowledge or skill that the program is intended to impact must be available. This information should be available for a number of years and/or time periods prior to the test of the program. Comparable data is then collected for a series of years or time periods subsequent to the initial trial of the program. The disadvantage of the time series design is that it requires the existence of appropriate information for several years or time periods prior to, and after, the implementation of the program. This design is seldom acceptable, either because appropriate historical data does not exist or because the persons wishing to have the summative evaluation data cannot wait for several years or time periods before taking action.

Because neither of the accepted approaches to good summative evaluation design are often available to program developers, good summative evaluation seldom exists. This should not lead to despair or frustration, nor should it lead to attempts to disguise formative evaluation with the summative evaluation name. Program developers should recognize their limitations to conduct appropriate summative evaluation studies and to make this fact public, both to themselves and to other interested individuals. When program developers make the limitations of their evaluation known, and the requirements for adequate summative evaluation become public, conditions currently limiting or prohibiting adequate summative evaluation may be modified.

Program developers, who are given the opportunity to collect summative evaluation, are quite often forced into using a one group pre-test, post-test design. It has been pointed out, by a number of research specialists, that this design is of little scientific value. Although the criticism is true, program developers who are provided this opportunity should take advantage of this opportunity and make efforts to collect what information they can. Although there can be no scientifically sound statements about the cause and effect relationships between program and outcome measures, there will be a description of the outcome measures obtained from the group exposed to the program. Evaluators can at least make interpretations and judgments about the extent to which the program helped to produce the results. Although such statements are not scientifically based, they may be of value to individuals who are required to make decisions as to whether the program will be tried in subsequent locations.

PROJECT MAINSTREAM

James D. Mason
Director

Project Mainstream is an inservice project designed for regular classroom teachers to share successful strategies, materials, and ideas for assisting the adjustment of Learning Disabled students into regular classrooms. The project has developed five different inservice programs aimed at helping resolve major problem areas in Mainstreaming. The five areas are: methods and techniques of successfully mainstreaming special students into regular classes; Individualized Educational Programs (IEP) and Public Law 94-142 as they apply to the regular teacher; alternative grading practices for mainstreamed students; commercial materials for mainstreamed students; and teacher-made materials for mainstreamed students.

The methods and techniques for mainstreaming is a three hour workshop oriented at giving the regular teacher both an overview and some indepth help in the form of suggestions generated from other teachers on how to successfully work with mainstreamed students. One of the main points focuses on difference between the four types of modifications that a teacher can make from the adaptive and compensatory adjustments which are most appropriate for regular classes to the remedial and developmental adjustments which are most appropriate for special classes. The workshop discriminates strategies (general approaches used to develop subabilities) from techniques (specific activities or procedures to develop a specific concept) and from materials (which are tools used to convey ideas and concepts). Examples of each are delienated with all suggestions having been validated and used by classroom teachers. The theme which underlies each workshop is the idea of "teachers sharing success."

The IEP/P.L. 94-142 workshop assumes that the average regular classroom teacher knows little about the federal and state requirements regarding the mainstreamed student. The workshop takes the participants through the process of referral all the way to eventual full time mainstreaming. In route, the participants actually role play an IEP meeting and end up writing an IEP, Each workshop allows time for questions and answers and each closes with a drawing of free sample materials, posters, etc.

The purpose of the Alternatives to Grading workshop is to allow teachers to explore their own grading practices and consider options available to them. No specific suggested approach is recommended, although several examples of schools who have successful grading policies are shared. The workshop concludes with each teacher contracting with the presentors to use one of the new suggested approaches in some phase of their grading program.

The Commercial Materials workshop is essentially a demonstration of proven materials that can be used as supplementary or developmental texts for use in the regular classroom. A multi-media catalogue has been developed specifically for secondary level learning disabled students. The catalogue critiques materials and is only inclusive of materials recommended by teachers currently using the materials in the field. In the workshop, the presentors exhibit some of the "best" materials and explain the uses and strengths and weaknesses of each material. The presentors do not represent any certain publisher and do not try to sell the materials, instead they try to share comments of the teachers who recommended the materials.

The Teacher-Made Materials workshop is orientated toward materials that teachers can have their students make at the secondary level which will aid them in learning. About 15 to 25 different materials are demonstrated, and then the teachers are allowed time to make those which most appealed to them. A resource book entitled "I Used to Could Spell Wensday" has been developed, which is specifically oriented toward activities and student-made materials that can be used in either a special or regular class.

REFERENCES

The following reference material is available from the Child Service Demonstration Center, Hillside School, Route 3, Cushing, Oklahoma, 74023, (918) 225-1882:

Mainstreaming: Trend of the Eighties (Workshop Workbook)	$3.00
Secondary Multi-media Materials Catalogue (Commercial Materials)	$7.50
"I Used to Could Spell Wensday" (Teacher-Made Materials)	$6.00

CONSULTANTS

Jim D. Mason, Project Director; Susan Parker, Consulting Teacher; Cheryl Hayes, Consulting Teacher; and Kathy McKean, Consulting Teacher; all of whom are from Project Mainstream, Child Service Demonstration Center, Hillside School, Route 3, Cushing, Oklahoma, 74023, (919) 225-1882.

PROJECT MAINSTREAM

INSERVICE SUGGESTIONS FOR EDUCATORS

James Mason

STEPS TO EFFECTIVE CONSULTING

I. Active Listening
  a. Listen attentively
  b. Listen for feelings of person
  c. Listen for behavior of problem situation

II. Problem Clarification
  a. Restate what teacher is telling you
  b. Try to identify specific problems
  c. Ask what is biggest problem or most important
  d. Deal with behavior (teacher or student)

III. Alternative Delineation
  a. What options are available
  b. What has been tried
  c. What "value" does each alternative have for teacher

IV. Suggested Alternatives
  a. Based on experience what "might" work
  b. Based on Learning Theory what "ought" to work
  c. Brainstorm ideas - creative thinking helps

V. Define Action Step
  a. What is the most desirable thing to do
  b. What are you willing to do
  c. "If you had to pick, what would you choose".

VI. Establish a Time Line
  a. When will you start?
  b. How long till we know if it works?
  c. When can we get together again?

VII. Get Closure
  a. Summarize what occurred in this meeting
  b. State action step
  c. Restate time to get together

VIII. Evaluation (when you meet next)
  a. Did it work?
  b. If not successful, are there other options?
  c. What would you do next time?

STUDY GUIDES

Provide a typed study guide for each chapter. Double spaced. Note page number before each question or completion sentence. Underline vocabulary words and terms to be remembered.

Teach a particular concept, when necessary, by giving a short statement, then ask a question from that statement.

When there is a particular fact or term needed to be remembered for a test, indicate as such. (Remember for Test)

This study guide will be useful to the student as a learning and study tool.

COLOR CODING TEXTBOOKS

Color code student textbooks for students having difficulty reading the material.

One color coded textbook in the Resource Room would be helpful as a reference for students in the lab.

Use green, pink and yellow highlighter pens. Highlight Vocabulary Words and Terms in Green. Highlight Definitions in Pink. Highlight Additional Information, Facts in Yellow. Material highlighted could come from the questions to be answered in the back of the chapter, or from a study guide from the content area teacher.

Provide a key in the front of the textbook for the student as a reference to color coding.

SEE THRU STUDY SHEETS

Materials:	Water base felt tip markers capable of being screened out by plastic theme covers. Plastic theme covers. Dark or black magic markers. 3 x 5 inch index cards. (Generally, yellow or pink water base markers and red theme covers work best.)
Procedure:	On index cards, problems or questions are written using the dark magic marker and the water base marker for the answer. When cards are under the plastic theme cover, only the problem or question is visable, but the answer appears when card is pulled out from under the plastic. Students can easily use this to quiz themselves on any type of information, having immediate feedback.

SHUFFLE AND LEARN

Use:

1. As a study tool for any subject area
2. By two to six students at a time
3. Questions can be from a particular chapter or unit of study
4. Students can work on individual concepts

Materials Needed:

1. Felt tip markers
2. File folders
3. Deck of cards

Construction:

1. Divide file folder into 4 sections
2. Number each section A (Ace) through K (King)
3. Label each section by suit. (Heart, Diamond, Club, Spade)
4. By each number, place a study question, term to be identified, sentence to be completed, etc.
5. On another file folder or paper, section off and place answers accordingly.

Directions:

1. Each student draws a card.
2. Student with the highest card gets to try to answer the questions corresponding to the number and suit on the card drawn.
3. If he gets the answers correct, he gets to keep the cards.
4. If he does not answer correctly, the card (or cards) is passed to the next player to attempt to answer. OR Incorrectly answered cards can be placed in a discard pile.
5. Play continues until all cards have been drawn.
6. The winner is the player who has the most cards OR the highest number when all cards are added together.

Variation:

1. Each student draws a card.
2. Students call out the sum or product of the cards drawn.
3. The student giving the correct sum or product first is the one who gets to begin play.
4. Continue play as above.

Variation:

1. Labels can be placed on each card.
2. Vocabulary words, Dolch words, etc. are written on the card labels.
3. Each student draws a card.
4. Highest card holder goes first.
5. Student must pronounce the words on the cards correctly before he can attempt to answer the corresponding questions.
6. If student is unable to pronounce words, he passes the cards on to the next player, and play continues as above.

PROJECT MAINSTREAM WORKSHOPS

Handouts will be provided for each workshop

METHODS AND TECHNIQUES FOR MAINSTREAMING (3 hours - all day)

This workshop will emphasize practical suggestions used by regular classroom teachers to facilitate the acceptance and success of mainstreamed students into the regular classroom. It demonstrates ways to adopt regular curriculum for these students, as well as the use of supplementary materials and strategies. This workshop is intended for the full faculty, although smaller groups work quite well. It can be oriented toward either the secondary level (Middle School through High School) or the elementary level. Learning packets of adapted content materials in each of a variety of secondary content areas (example: Oklahoma History, Earth Science, Geometry) will be provided for review and discussion.

IEP's, THE LAW, AND THE SKIN OF YOUR TEETH (1 hour - 3 hours)

This workshop takes an informative hands-on look at IEP, the law, and how it affects you. It can be designed for the regular classroom teacher who has no knowledge of IEP's and the law, or it can be oriented to the special teacher or placement teacher who probably has a good working knowledge of the law. Suggested procedures and formats are highlighted and examples provided.

ALTERNATIVE GRADING TECHNIQUES FOR MAINSTREAMED STUDENTS (1 hour - 1½ hours)

This workshop takes an indepth look at which grading options are available to teachers. The participants explore their present rationales and procedures in grading in light of the mainstreamed student. Participants are encouraged to explore alternatives and evaluate the pro's and con's of each.

COMMERCIAL MATERIALS APPROPRIATE FOR MAINSTREAMED STUDENTS (1 hour - 1½ hours)

Workshop participants are provided an enlightening session on materials currently available commercially and in use in resource rooms and regular classrooms in the Cushing area. Most of the materials will be on display, and presentors will explain the uses of the materials, the pro's and con's of each particular material, readability levels, and cost estimates. Primary emphasis will be on materials that apply to content areas, survival skills, and basic skills. Participants will be encouraged to look at materials and ask questions.

TEACHER-MADE MATERIALS FOR USE WITH MAINSTREAMED STUDENTS IN REGULAR CLASSROOM AND RESOURCE ROOMS (1 hour - 1½ hours)

"Make It Do, Wear It Out, Use It Up or Do Without" is the theme of this workshop. The materials demonstrated in this workshop have a wide degree of applications in both the regular classroom and in the special classroom. Most of the materials can be made by students and will help to clarify concepts to students who need a hands-on-experience to understand the ideas clearly. Many of the materials can be adopted for either the secondary school or the elementary school. However, experience has proven that the workshop works best when you do not mix the two groups.

NORMATIVE ASSESSMENT OF ADOLESCENT LANGUAGE

Beth McEntire

The secondary language arts curriculum usually provides for topics such as the appreciation of literature, the recognition of grammatical forms, or the writing of research papers. There is an assumption that the basic language skills that are needed to participate in such a curriculum should have been acquired during the elementary years. When students lack such skills, the secondary teacher is expected to define the adolescent student's basic language problems. Until recently, there have been few resources available to the secondary teacher to assist with diagnostic activities. As a result, teachers at this level have relied upon global "achievement" testing or daily observation of student performance for assessing adolescent students' language.

Although the language of childhood and the process of language acquisition have been studied extensively over the past years, little attention has been given to the continued development and refinement of language during adolescence. The few studies that do exist agree that the development of language continues into adulthood and is a significant factor in the social interactions of teenagers (Loban, 1966; Wiig & Semel, 1976). However, teachers have found it difficult to assess differences in adolescent language development because little information exists on normal language performance during the junior high and high school years. A primary need in dealing with language problems has been the definition and establishment of developmental language stages in adolescence and the generation of standardized measures of language performance.

Two descriptive studies have attempted to explore the developmental language stages for teenagers. In 1933, La Brant analyzed the written language of over a thousand people, ages 9 to 70+ and ranging in I.Q. from 65 to 150+. The significant indicator of increasing language competence was changes in the use and number of embedded and subordinate clauses. In 1976, Loban concluded from a longitudinal study of language development during kindergarten through twelfth grade that listening and speaking abilities were the foundation for language proficiency. A significant indicator if increased language ability was the extensiveness of vocabulary, and good readers were found to be proficient in all other areas of language.

Despite the findings that development of language proficiency is related to (1) use of embedded clauses; (2) extensive vocabulary; (3) reading skill; or (4) listening and speaking abilities, there is a sparsity of research on age related performance in oral and written language for students ages 13 through 18. One reason for this deficiency has been the lack of a standardized measuring instrument for a comprehensive assessment of adolescent language. In the absence of such an assessment device for this age group, most researchers have utilized an assortment of existing tests or subtests to measure skills in listening, speaking, reading, or writing. However, variations in norming populations across such an assortment of tests have made it difficult to compare differences in language proficiency among students or intraindividually.

The need for a comprehensive standardized measure of adolescent language prompted the development of the Test of Adolescent Language (TOAL) (Hammill, Brown, Larsen, & Wiederholt, 1980). The expressed purposes of this test are:

1) to identify those students who are significantly below their peers in language proficiency and who, as a result, may profit from supplemental help;

2) to determine the particular kinds of language strengths and weaknesses that individual students might possess;

3) to document student's progress in language as a consequence of special intervention programs;

4) to serve as a measurement device in investigations where researchers are studying the language behavior of adolescents (Hammill, et al., 1980, p. 6).

Realizing that no test could measure all aspects of language, the authors of the TOAL focused upon those aspects of language most significant in education during post-elementary years. These aspects are presented in a three-dimensional model which provided the framework for constructing and interpreting the test.

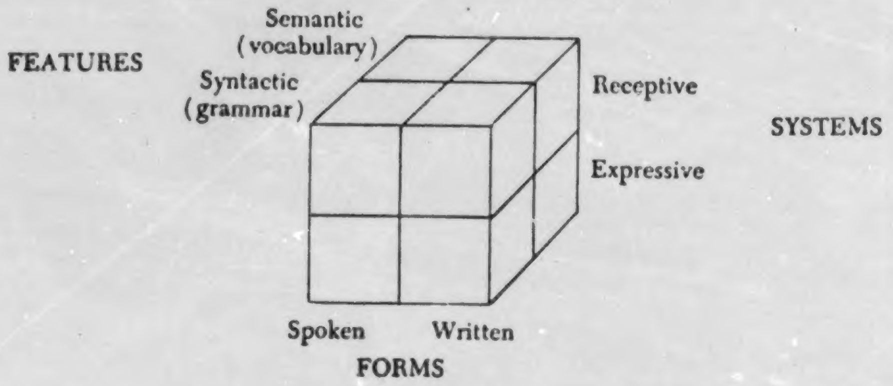

Figure 1. Three-Dimensional TOAL Test-Model

The three dimensions are explained as follows:

1) form - type of communication or message being interpreted or produced, that is, spoken or written;

2) features - linguistic content or structures, that is, semantic (vocabulary) or syntactic (grammar);

3) systems - the emphasis on receptive language or expressive language.

These dimensions are combined to formulate eight subtests for assessing components of language.

Form	*System*	*Feature*	*TOAL Subtest Name*
Spoken	Receptive	Vocabulary	Listening/Vocabulary
Spoken	Receptive	Grammar	Listening/Grammar
Spoken	Expressive	Vocabulary	Speaking/Vocabulary
Spoken	Expressive	Grammar	Speaking/Grammar
Written	Receptive	Vocabulary	Reading/Vocabulary
Written	Receptive	Grammar	Reading/Grammar
Written	Expressive	Vocabulary	Writing/Vocabulary
Written	Expressive	Grammar	Writing/Grammar

Figure 2. The Relationship of the TOAL Subtests to the Test-Model

In addition to these subtest measures, the TOAL is designed to provide a variety of other ways of viewing components of language by combining subtest scores into composite scores.

Subtext scores and composite scores are converted to scaled scores which are profiled to picture scores in relation to an age-normed band, scores in relation to intellectual or conceptual ability, and scores in relation to each other. This profile allows the teacher or the researcher to see the relative measured deficits or differences in language performance which will need further analysis and planned intervention strategies.

Composite Variables	*TOAL Subtests*
1. Listening	(1) Listening/Vocabulary (2) Listening/Grammar
2. Speaking	(1) Speaking/Vocabulary (2) Speaking/Grammar
3. Reading	(1) Reading/Vocabulary (2) Reading/Grammar
4. Writing	(1) Writing/Vocabulary (2) Writing/Grammar
5. Spoken Language	(1) Listening/Vocabulary (2) Listening/Grammar (3) Speaking/Vocabulary (4) Speaking/Grammar
6. Written Language	(1) Reading/Vocabulary (2) Reading/Grammar (3) Writing/Vocabulary (4) Writing/Grammar

7. Vocabulary	(1) Listening/Vocabulary (2) Speaking/Vocabulary (3) Reading/Vocabulary (4) Writing/Vocabulary
8. Grammar	(1) Listening/Grammar (2) Speaking/Grammar (3) Reading/Grammar (4) Writing/Grammar
9. Receptive Language	(1) Listening/Vocabulary (2) Listening/Grammar (3) Reading/Vocabulary (4) Reading/Grammar
10. Expressive Language	(1) Speaking/Vocabulary (2) Speaking/Grammar (3) Writing/Vocabulary (4) Writing/Grammar

Figure 3. Composition of Composite Variables

For some adolescent students, it may be particularly important that language instruction during the secondary school years be focused on areas of difference or deficiency rather than a set curriculum. By providing opportunities for improvement of specific language deficits, the effects of poor verbal and non-verbal communication on interpersonal interactions, career opportunities, promotions, or general potential for self-realization, may be reduced or eliminated (Wiig & Semel, 1980). The continued monotoring of language performance during the adolescent years can provide the information needed to plan for increasing language proficiency.

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OPTION 4 - ADULT COMPETENCY CURRICULUM

CURRICULUM CHANGE - NEW INSTRUCTIONAL ENVIRONMENTS

Beth McEntire

Using the Adult Basic Competencies defined by the Adult Performance Level Project (University of Texas, Austin) as objectives for learning, establish an alternative high school diploma for handicapped adolescents. Curriculum will be designed to develop communication skills, computation skills, and social interaction skills needed for successful independent adult living. Instructional settings will include any available and applicable community setting. Although the curriculum concentrates on functional skills, basic academic skills in reading, writing, computation and social interaction are also stressed.

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MAINSTREAMING AT THE SECONDARY LEVEL:
CLASSROOM MANAGEMENT TECHNIQUES

Pamela Jean Mills

Secondary level teachers have often complained about the students with social and emotional problems within their classrooms. Whether aggressive, hyperactive or withdrawn, the student with socio-emotional problems represents a challenge many classroom teachers feel ill-prepared to handle. Through lack of adequate training or merely demands which prohibit individualization, many teachers question their ability to cope with and teach the emotionally disturbed adolescent.

The teen years present many problems, some caused by physiological changes and others by peer pressures. Body image and physical changes and peer acceptance or rejection place demands upon the secondary-aged student that carry over into the classroom. In addition, repeated academic frustration and failure compound the problems facing many students, and regular classroom teachers have been given the responsibility for educating these students within their classrooms. Although special education services are still mandatory by law for those students requiring special assistance, students are to be educated within the least restrictive, most appropriate environment. This environment is often the regular classroom.

In order to teach students with social-emotional problems within the regular classroom, teachers must develop management skills and coping strategies that will allow them to reach and teach all students. A brief discussion of techniques found useful at the secondary level, with resource information provided, will follow.

BEHAVIOR MANAGEMENT

The need to be positive when working with students has been drilled into all of us. We know that most persons respond better to praise than they do to reprimands, yet teachers often get into the habit of responding when students behave inappropriately and of overlooking (not rewarding) when the students behave appropriately. Some simple guidelines for working with students at the secondary level include designation of rules, increasing appropriate behaviors and decreasing inappropriate behaviors.

Designation of rules. Students at the secondary level, particularly, should be involved in determining the rules that should govern their behavior. While most of these rules are common sense and known by all, all rules that are employed within a specific classroom should be spelled out. Students need to know exactly what is expected of them and what the consequences will be if the rules are broken. The teacher is then given the responsibility for assuring that the rules are followed and that intervention is consistent and appropriate when the rules are broken. Students can and should be involved in both the designation of rules and determining the appropriate consequences. At the secondary level, students can also assume responsibility for carrying out the consequences, should rules be broken.

Increasing appropriate behaviors. One of the most important aspects of behavior management is increasing appropriate behaviors. Students need to know when they are acting appropriately and be rewarded for such behavior. Crucial within the task of reinforcement is that the response to the student's behavior be clear, direct and valued. Students need to know exactly what they have done that is appropriate and to be rewarded for the behavior immediately upon its occurrence. The "reward" must be something that the student views as positive and can be in the form of either social or material reinforcement.

The physical environment can be arranged to assure that appropriate behaviors occur. Space, time and tasks should be arranged such that the behaviors desired will occur with greater frequency. Modeling is often used to promote appropriate behavior, but must be used with extreme care at the secondary level. Students are often guided by peer pressure,and the teacher must be certain that the students designated as demonstrating appropriate behaviors are liked by other students. In addition, students chosen as behaving appropriately should vary to avoid setting up one or two students that the other students will turn against for being "too good".

Decreasing inappropriate behaviors. When confronted with behaviors inappropriate to the situation and contrary to the rules designated for the class, teachers must decide whether to ignore the behavior or to intervene directly. If the behavior demonstrated is one in which a certain consequence has been predetermined, the teacher must be certain to carry through with the consequence. Ignoring should be done on a planned basis and carried out such that the student is not given vicarious reinforcement by either the teacher or other students.

Time-out is often useful, particularly at the secondary level where students seem to thrive on the attention of their peers. If used, the exact nature of the time-out procedures and the behaviors for which they will be used must be discussed thoroughly with the class and understood by all. Whether or not the student will be allowed to return to the classroom, and what will be done about work missed while in time-out, must be predetermined. (Time-out is difficult to use without the cooperation of administrators and other teachers. In addition, time-out should not be attempted when the teacher knows in advance that the removal to time-out will involve a struggle between the student and teacher and that the teacher does not have the ability to carry through physically.)

Punishment can be used, but should be avoided if other options are available. Counterconditioning (reinforcing incompatible behaviors), stimulus satiation (too much of a "good thing"), and stimulus change (removing the student such that inappropriate behavior is less likely to occur) have all been found to be more useful than punishment in decreasing undesirable behaviors.

There are many good sources for reference material on the subject of behavior management. Three such sources are Blackham and Silberman (1980), Buckley and Walker (1978) and Jones (1980).

CONTINGENCY CONTRACTING AND TOKEN ECONOMY SYSTEMS

Students at any age level often work well under a contract system. A good system to employ within a regular classroom is that of contingency management. Such a system may involve either an oral or written contract, but a written contract has certain advantages over an oral one. Inherent within any contracting system is that of immediacy of reward, desirability of the reward, and that the reward is not obtainable outside the conditions of the contract. All contracts must be fair, as seen by both teacher and student, and obtainable. Students must be able to complete the contract and behavior called for within the contract; must rely on accomplishment rather than obedience. Self-contracting is a goal within a contracting system and should be encouraged at the secondary level. An excellent course of information on contracting is by Homme (1970).

Similar to a contracting system is that of token economy. In this, students earn a certain number of points for appropriate behavior which can be traded in for a reward. As with contingency contracting, students need to know what behaviors will assist in their earning points and the number of points required for earning a specific reward must be within the student's ability to perform. Some teachers have found that a token economy system is easier to use than is a contingency management system in that it can be used for an entire class. Problems inherent within this are that some students will not be able to function on the same level as other students and will, therefore, not be able to earn enough points to gain the reward. Individualization is necessary in these cases. Most books on behavior management will discuss the development of the token system.

RESPONSE COST

Often viewed as the opposite of contingency contracting or token economy systems is that of response cost. In this instance, inappropriate behaviors of students "cost" the students points, and rewards are contingent upon the students having a certain number of points remaining at the end of a designated period. Again, the cost of responses should be fair, and the students must know in advance what behaviors will cost them points and how many points will be necessary at the end of the time period for earning rewards. (Teachers must build into their systems a way in which students can declare bankruptcy and begin over again. Otherwise, some students will get so far in debt that they can never get out.) Some teachers have combined a token economy system with that of a response cost and have found positive results. Blackham and Silberman (1980) discuss the response cost system in its application in modifying student behavior.

COPING WITH CONFLICT AND FRUSTRATION

Most students need to be taught to cope with conflict and frustration, particularly the student with socio-emotional problems. Students need to know that frustration is inevitable, that the feelings of tension and anxiety are normal, that acceptance of frustration is necessary for health and personal and interpersonal functioning, and that either positive or negative results can occur from frustrating experiences (Fagen, Long & Stevens, 1975). Students need to learn that failure to succeed at a task does not lower the worth of the individual, that the self and others are often not to blame when one does not succeed and that feelings are acceptable, even negative ones. The students can learn, and in fact need to learn, that neither one's self or others have to be blamed when success is not immediate.

RELAXATION

Part of any good system of classroom management is that of relaxation. Students need to learn to relax, to calm themselves when they feel tension or prior to attempting difficult tasks, and to take control of their own bodies. One of the easiest systems to use within the classroom is that of centering or conscious biofeedback. Students need to learn to focus on themselves and to make conscious effort to relax when they feel themselves getting tense. Some sources on centering activities and relaxation are by Hendricks and Wills (1975), Hendricks and Roberts (1977), and Mills (1980, in press).

LIFE SPACE INTERVIEWING

Teachers have often found life space interviewing to be a beneficial technique for developing student awareness of, and understanding for, problematic behavior. Although useful in interpreting the clinical aspects of life events, classroom teachers will often find life space interviewing more useful as "emotional first aid on the spot" (Redl, 1959). Teachers should attempt to use life space interviewing as an interaction tool, rather than reserving its use for only crisis situations. The text by Long, Morse and Newman (1980) discusses these applications, in addition to including a section on mainstreaming the emotionally disturbed student.

REALITY THERAPY

For years, many teachers have employed the concepts put forth by William Glasser in his books on Reality Therapy (1965) and Schools Without Failure (1969). Important within these books is the concept of using the class as a counseling group in order to develop social responsiveness in solving educational and behavioral problems. Group discussions and group management have been found extremely useful at the secondary level.

SUMMARY

Secondary teachers who are given the responsibility for teaching students with socio-emotional problems within their regular classrooms must seek to individualize their approach to discipline. When necessary, teachers should not be afraid to ask for help from the special education teachers in their building or to refer, for special education purposes, those students whose problems are too severe for the regular teacher to handle.

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INSERVICE DESIGN PROJECT

I.S.D.

Carol Nogy

As school districts move toward providing more normalized educational settings and programs for handicapped children/youth, the following problems rise to the fore, i.e.,

a) Teachers are threatened by the real or imagined inadequacies of their own preparation to teach atypical populations.

b) Other adults in the total school community react from their own understanding of issues and/or their vested interests.

For example,

1. The parent of the handicapped child may fear that needed specialized programs are being withheld or improperly implemented.
2. The special educator may not be able to conceptualize a new role and fear the loss of status if not his or her job.
3. Parents of normal children may fear that their own children will be exposed to abnormality or will be slighted because handicapped children require too much teacher attention, etc.

The administrative intent to comply with the contemporary legislation and the humanistic concern to provide appropriate educational experiences for all children is often times thwarted, if not negated, by such attitudinal or professional concerns and/or deficits.

Most teachers have learned formally through professional training sequences and informally through patterns of school organization that the handicapped child's needs must be met in the following ways:

a) Isolation from the mainstream in small or somewhat homogeneous groups.

b) Through provision of mysterious and specialized techniques, skills and unending martyr-like patience found only in those teachers who have elected to obtain special education certification.

Dispelling the special education mystique and facilitating a process which enables educators to use all available resources while developing their own capacity to deal effectively with children with handicapping conditions will require inservice education and re-education which accommodates real or perceived barriers.

Colleges and universities must look to new delivery systems and new ways of contributing to the solution of the aforementioned problems. With approximately 80% of State teachers having completed necessary certification requirements, the colleges and universities must be more responsive to idiosyncratic needs of teachers, schools and communities. New methods of course and curricular organization are necessitated.

It goes without saying, that colleges and universities must also be more responsive to the needs of areas geographically removed from their influence. While the teachers, schools, and communities in close proximity have the opportunity for inservice and continuing education, those who are geographically distant often cannot avail themselves of such opportunity.

All educational communities have some levels of the following resources: in-house subject area consultants; special educational personnel; community agencies and individuals in related professional practice. Some are served additionally by local colleges and universities.

Inservice education to facilitate mainstreaming should draw upon and utilize any and all of these resources in effecting needed change in teacher attitude and competence. Existent school personnel and especially the regular educator must be helped if schools are to deal with the stated problems and assume a leadership role in changes which must occur.

If inservice education is to be more than a piecemeal attempt, certain major forces must address certain major issues. Firstly, universities, schools and personnel must attend, at least, to: (a) the political questions of control, pedagogical issues of inservice and purposes of inservice education; (b) the facilitating factors of funding, commitment/involvement, clarification of structures, roles and purpose, and broad-based input; and (c) the hindering factors of cooperation, money, clarity, time and political rivalry for the successful, substantial programming in the rural schools.

Secondly, inservice planners need to be, at best, responsive to current research findings that indicate a "best practices in inservice education" statement. Such as:

"(a) Decision-making should proceed as an authentic collaboration of inservice clients, providers and relevant constituencies.

Corollary: Decision-making should involve all those affected by inservice decisions and be as close to their situations as possible.

Corollary: Decision-making should represent the shared interests of agencies and major interest groups;

(b) The incentives for participating in inservice programs should emphasize intrinsic professional rewards.

Corollary: There should not be disincentives-inconvenient times or locations or other factors that would penalize participation;

(c) Inservice programs should be explicitly supported at the outset by district and building administrators;

(d) Outside agencies/consultants may be helpful in supportive roles.

Corollary: Outside agencies/consultants should offer neither too much nor too little help;

(e) The implementation strategy should include continual professional growth activities and the local development materials, within a framework of collaborative planning by participants;

(f) The design of inservice programs should be complex and ambitious.

Corollary: Inservice goals should be clear and specific;

(g) Inservice programs should be planned in response to assessed needs.

Corollary: The interests and strengths of participants should also be assessed;

(h) Inservice trainers should be competent.

Corollary: Each person is often her/his own most competent trainer;

(i) The school site should be the locus of inservice activities;

(j) The evaluation of inservice should be a collaborative venture whose primary purpose is to assist with planning and implementing programs;

(k) The content of inservice should be derived from assessed needs.

Corollary: Problem-solving skills are likely to be a needed content dimension of inservice;

(l) Inservice content should be directed toward changing teaching, not student behavior;

(m) The process of inservice education should model good teaching;

(n) Inservice education should follow a developmental, not a deficit model;

(o) Inservice should be an integral part of the total school program."[2]

Thirdly, all the concerted planning, federal funding and local school implementation of inservice programs for the benefit of handicapped students fall short of the mark, if the Comprehensive System of Personnel Development is not responsive, systematic and comprehensive in its approach and scope for special/regular educators and other interested groups.

The Project, known as the I.S.D. Project, is designed to reconceptualize inservice teacher education to bring about full utilization of university, public school and community resources, so that regular educators attain those competencies which will enable them to deal effectively and appropriately with children and youth who are identified as handicapped.

The personnel to be trained, via the Project, would be expected to do the following:

a) Modify their teaching strategies in order to provide positive learning environments/experiences for a wider range of child-learner populations, and

b) Develop additional resource personnel for their schools, school districts and the university, and to serve as change agents/facilitators for the implementation of programs designed to mainstream children and youth with handicapping conditions.

The significant elements of this Project are as follows:

a) Development of an in-depth organization and delivery system for inservice as well as,

b) A continuous up-date of content of the inservice to impact on the target population.

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[1] I.S.D.

[2] I.S.D. "80"
NIN Research (National Inservice Network)

MANAGING CRISIS BEHAVIORS IN SECONDARY SCHOOLS

Paul Pattavina

Dealing with emotional and behavioral problems of adolescent students continues to be the most frequently cited frustration of teachers. In addition, adolescents who manifest other primary learning difficulties or physical and sensory handicaps frequently experience social and adjustment problems that may interfere with integration into normal classroom settings. (Gotts, Pattavina, Goodman, and Rodriques, 1978).

With respect to programming in the "least restrictive environment" (P.L. 94-142), regular classroom teachers must now provide appropriate instruction to a wider diversity of students in large group settings. Consequently, special educators, administrators and support personnel need to provide more effective forms of assistance to both students and classroom teachers in order to optimize academic achievement and social-emotional adjustment (Pattavina and Ramirez, 1980).

Summary of findings about "crisis management":

1. Crisis behaviors can generate emotional responses among other individuals in a contagious fashion (Redl and Wineman, 1952).
2. Crisis-management is an interactive process (Solomon and Kendall, 1979), involving a series of "interaction units" (Plutchik, 1980).
3. No singlemost effective strategy has been identified for managing crises (Redl, 1976).
4. There are a number of dimensions to any given management-response (Pattavina, 1980a).
    a. What is said - a verbal or social interaction "style" (Fink et al, 1976).
    b. What is done - procedures or strategies (Long and Newman, 1976; Redl and Wineman, 1952).
    c. What a) kind and b) degree of affect is "expressed" (Plutchik, 1980; Izard, 1977) and "experienced" (Mahrer, 1978).
5. There is no single definition of crisis; and no valid classification scheme by which crisis could be categorized and investigated relative to etiological factors, demographic relationships or responsiveness to interventions (Pattavina and Gotts, 1979).
6. Types of management-strategies have been described, but neither classified, nor operationally defined (Long and Newman, 1976).
7. It is difficult to account for how the range of different crisis-management skills are acquired by teachers and other persons (Gotts, Pattavina, Goodman and Rodriquez, 1978).

8. Some persons have contended that the most important factor influencing the management-process is not the "strategy" but rather, the "relationship" between teacher and student. (Frank 1979; Morse, 1979). This has yet to be tested through empirical research.

9. The ways that a teacher's emotional and other affective responses (to crises) influenced by logical-cognitive responses needs to be more fully understood in the context of a decision-making model (Solomon and Kendall, 1979; Izard, 1977; Bruner et al, 1956).

10. Evaluating the long and short-term effectiveness of various crisis-management practices remains, at best, a subjective process (Pattavina, 1980a).

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CONSERT PROJECT

School of Human Development

The University of Texas at Dallas

Classroom Response to Crisis Scale: Form CRCS-1(M)

Date ______________________

Name ______________________

School District ______________________

Number of Years Teaching Experience ______________________

Male ______

Female ______

Current Job Title ______________________

Number of Years Teaching Experience With Emotionally Disturbed Youth ______________________

Number of Years Teaching Experience With Other Handicapped Youth ______________________

CONSERT PROJECT

School of Human Development
The University of Texas at Dallas
Paul Pattavina

CLASSROOM RESPONSE TO CRISIS SCALE

In the following scale, vignettes of classroom events are presented in which there is provocative student behavior portrayed. Following the description of each incident, are a number of possible teacher responses. Choose the response alternative to the incident which most resembles what you would select and circle the letter of that response.

It is important to remember here that we are asking for your immediate response to the incident as opposed to any long-term action that you feel would be necessary.

1. Brenda is a very talkative and bright 15-year old girl with a history of annoying, attention-seeking behavior both in and out of the classroom. During your class today, she is wandering around the room and wispering in other students' ears.

   a. Demand that she sit down.
   b. Ask for the results of her "survey."
   c. Offer her a detention or a trip to the office if she doesn't sit down.
   d. Ask her what she's doing or why she's doing what she is.
   e. Or would you ignore her and wait for the situation to run its course?
   f. Other (specify):

2. Wes looks older than his 17 years. He always keeps his shoulder-length brown hair combed back neatly, and a pack of cigarettes rolled up in his T-shirt sleeve. His attitude of "try and make me do it" has often kept both peers and teachers at bay. You announce a quiz for today. Wes is still flipping the pages of a "motorcycle" magazine. Would you say....

   a. Put the magazine away.
   b. Wes!
   c. If all the desks are not cleared, you'll get a 0 on the quiz.
   d. You seem more interested in that magazine than in learning.
   e. Or would you ignore and proceed to pass out quiz materials?
   f. Other (specify):

3. Jack is a hyperactive 14 year old who frequently disrupts class by physically taunting other students. After asking him to put his jack-knife away, he rips a page of a textbook with it and stares at you. Would you say....

   a. People who play with knives are either children or criminals.
   b. Give me that knife or you're in trouble.
   c. Go to the office and do that for the principal.
   d. Why do you need so much attention?
   e. Or would you ignore and assume he'll stop from not being attended to?
   f. Other (specify):

4. Sharon's grades have fallen drastically since she turned 14 two months ago. Rumor has it that she's using a variety of drugs. During oral reading in English class, she's staring out the window with no expression on her face. Would you say....

   a. You must pay attention.
   b. Is it easier to hear by looking out the window?
   c. If you don't attend, you'll have to go to the office.
   d. Do you wish you were outside?
   e. Or would you ignore?
   f. Other (specify):

5. Rusty has been in your class for five weeks and has not turned in a single assignment. You've asked him to stay after class to discuss this, but since he rarely says anything, he just nods his head. When the bell rings, he's the first one out of his seat heading for the door. Would you say....

   a. Rusty, get back here!
   b. Hope you get there in time, Rusty.
   c. Walk out that door and a failing notice goes home.
   d. Rusty, did you forget about the conference?
   e. Or would you let him go?
   f. Other (specify):

6. Fran is 16 and most often looks angry when she arrives at school in the morning. You've had to ask her to leave the class today for the hostile remarks she's been muttering while you're teaching. She refuses to get out of her seat though, and you angrily point to the door. At that point Fran mutters loudly, "go "f_ _k yourself!" How would you respond?

   a. We don't use language like that around here.
   b. You know how difficult that would be.
   c. If you don't calm down, you're going to be in worse trouble.
   d. You're obviously angry about something. Does it all have to do with this class?
   e. Or would you ignore the comment?
   f. Other (specify):

7. *Dave is being mainstreamed after spending the first half of the year in a self-contained, social adjustment class. As the students are crowding into the door at the beginning of your class, a student is bending down to pick up some papers. Dave steps on her hand and continues walking. What would you say?

   a. Apparently, Dave, you still belong in the adjustment class.
   b. Dave!
   c. After you get back here and apologize, you can go have a little talk with the principal about this.
   d. You seemed to do that intentionally, like you're angry at her--are you?
   e. Or would you ignore the incident as a minor one in the school day?
   f. Other (specify):

*It's assumed that the injured student is first checked to see how she is.

8. Connie has just returned to school after a two day suspension. Her suspension was prompted by your negative reports to the office. Today, she's sitting in the front row and chewing gum very loudly. Would you say...

   a. We do not chew gum in class. You know what the school rules are.
   b. The sound effects are brought to us by Connie today.
   c. I suggest you avoid adding more trouble for yourself, Connie, and get rid of the gum.
   d. It seems that you want people to know you've returned to school. Are you ready to get back to work?
   e. Or would you ignore this?
   f. Other (specify):

9. Casey has been truant more often than not this year. When he does attend, he's no problem in your class, other than the fact that he fails to do any work. In a conference before class to discuss how he'll pick up his grade, you've asked him what the problem is. He does not respond, but only continues to stare at the floor. Would you say....

   a. Casey, answer me.
   b. Casey!
   c. If you don't start working in here, I'll have to report you to the office.
   d. What will you need to start doing better, Casey?
   e. It's up to you. I have nothing else to say, so see me tomorrow.
   f. Other (specify):

10. Michelle has always had marginal achievement in school. Recently, however, she's made no effort at all. During class, you reprimand her for failing to produce an oral report. She glibly announces that "school doesn't matter" to her and that she's "leaving" this evening. You could say....

   a. This is class time - not confession.
   b. Would you like us to throw a party for you?
   c. If you don't pay more attention to this report, you'll be leaving now--for the office.
   d. You seem upset about a lot of things. Do you think you'd like to speak to your counselor about what's going on?
   e. Ignore the comment and continue with other reports.
   f. Other (specify):

11. Since Angie turned 16 a few months ago, she has become increasingly belligerent to most of her teachers. During your lecture today, you see Angie passing something to the boy sitting next to her. The "something" that was being passed looked very much like a plastic bag filled with marijuana. Would you say....

   a. Give me that bag and see me after class, Angie.
   b. Angie, take this attendance slip to the office.
   c. Angie, since you're using this class as a trading post, we'll go down to the office and file a sales report.
   d. Angie, it seems that you're more concerned with personal affairs than this class. Did you want me to see that?
   e. Or would you pretend you did not see anything?
   f. Other (specify):

12. Steve is a quiet 16 year old, who seems to have lost interest in school a couple of years ago. His class that follows lunch period has thus far failed to stimulate anything more than occasional passive attention to the chalkboard. It's no secret that he probably gets "high" during lunch. As you are reviewing for tomorrow's final exam, you notice that Steve has fallen asleep in his seat in the back row. Would you say....

    a. "Try and stay awake, please."
    b. (loudly) "I'm glad to see that some people are so prepared for this test that they can relax today!"
    c. (after waking him up) "If you don't pass this test tomorrow, I'll have to speak to your counselor."
    d. "Are you feeling alright?"
    e. Or would you ignore him?
    f. Other (specify):

13. Chuck has never been nominated (and probably has never tried) to be any teacher's pet. He has experienced most "success" in high school during study periods, lunch, school dances and whenever one or more females are within earshot. During large group disucssion today, he's again winning the limelight with his irrelevant contributions (that are somewhat humorous, but also distracting and annoying). What would you say?

    a. Keep your irrelevant remarks to yourself.
    b. I hope you pay your script-writer well. Maybe he'll give you some ideas about how to pass this test next week.
    c. One more remark like that and you'll be doing your entertaining down in the principal's office.
    d. You're pretty funny today. Should I assume that you haven't read the material?
    e. Or would you ignore the comments and call on other students?
    f. Other (specify):

14. As your class is filing in from lunch, Misty stops at your desk to clarify some questions about today's examination. It soon becomes apparent, from this normally conservative 15 year old's appearance and speech, that she's real "high" on something. As she begins to leave for her seat, you ask her if she's feeling alright. Misty turns with giggles and glassy eyes to tell you that "tripping" is the only way to get through today's test. Would you say....

    a. I can't believe how irresponsible and childish you're behaving.
    b. Hope you enjoy it. Maybe after class, we can both take a trip to the counselor's office.
    c. Don't you know that's dangerous and against the law? If you're doing what I think you're doing, I'm going to have to report this to someone.
    d. I get the feeling you need to talk about this some more. I've got next period free. Why don't you stay after class today?
    e. Or would you ignore the comment and proceed with the test?
    f. Other (specify):

15. Today your class is working on group projects. The students are working in groups of 3-5. Most students are cooperative and enthusiastic about this type of activity, as it breaks up the routine nature of most other classes. One of the groups, however, has two other students who seem less than eager to get to work. They also have seemed to drag the other two group members (females) into not working for nearly 15 minutes now.

When you approach this group to get them started, one student doesn't agree with your sense of urgency and claims you're picking on his group. At the same time, another begins to argue about the vague directions and the irrelevancy of the topic. Meanwhile, one of the girls in the group has left her seat to go sharpen a pencil and has become side-tracked by two boys on the other side of the room. Would you say....

a. "I don't want to hear anymore from anyone! All of you just get to work."
b. Or would you divide the four of them into existing groups.
c. Or would you say "We can talk about it after school if all four of you don't get to work now."
d. You might ask them what topic the'd like to work on and if they need more assistance.
e. Or you could withdraw from the arguement and tell them to at least be quiet.
f. Other (specify):

DEAN'S GRANT PROJECT, UNIVERSITY OF KENTUCKY

SPECIAL EDUCATION

Carol Chase Thomas

I have been working in conjunction with Julie Dodd, Department of Curriculum and Instruction, to revise the secondary methods course to include content on mainstreaming. Input on needed course revisions was derived through consultation with public school secondary teachers.

We have designed a seminar that includes a film on adolescents and learning disabilities and a discussion on labeling. The students also take part in a simulation of handicaps and labeling and read articles on P.L. 94-142 and curriculum modifications at the sedondary level.

Beginning in the fall of 1980, the students will have access to "Getting Students into the Mainstream", which is a collection of readings prepared under the sponsorship of the Dean's Grant Project at the University of Kentucky.

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Dean George Denemark and Dr. Catherine Morsink, Co-Directors, Dean's Grant Project, University of Kentucky, Lexington, Kentucky, 40506

Mrs. Betty Taylor, Coordinator, Secondary Methods Courses, Department of Curriculum and Instruction, University of Kentucky, Lexington, Kentucky, 40506

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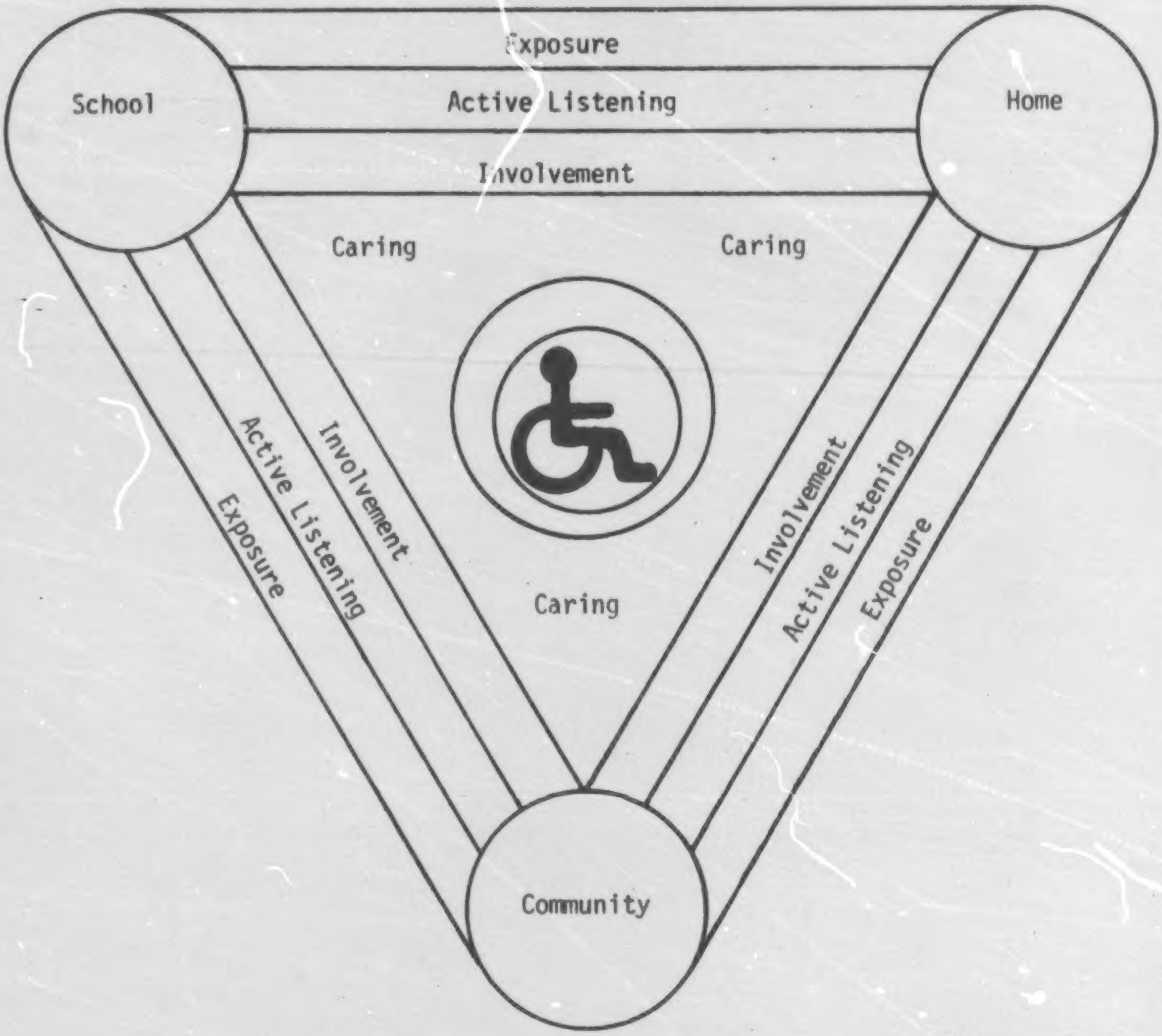
SCHOOL/COMMUNITY/HOME:
COMMUNICATING WITH THE HANDICAPPED


School
Home
Community
Exposure
Active Listening
Involvement
Caring
Caring
Caring
Involvement
Active Listening
Exposure
Involvement
Active Listening
Exposure

A Video Tape Resource
Available From C.S.U. Media Center
Length: 37.15 Minutes
3/4 Inch Video Tape Cassette
Developed by Kathleen E. Vos

SCHOOL/COMMUNITY/HOME: COMMUNICATING WITH THE HANDICAPPED

Attitudes and Communication

Kathleen E. Vos

This is a training package comprised of a video tape resource, activity sheets and a facilitator's guide designed to motivate and prepare community agencies, volunteers and educators to communicate effectively with the handicapped child. It is intended to serve as an awareness vehicle for promoting positive attitide formation toward those labeled handicapped. The program emphasizes collaboration between schools, community agencies, parents of the handicapped and the handicapped person themselves in designing programs with, not for, the handicapped to meet their needs in the community.

The tape is available at the Instructional Services Department, Preston Davis, Director, Colorado State University.

The next page is just one example of a discussion guide that was developed as part of the facilitators guide that accompanies the video tape resource. Other activity worksheets were also developed to involve the audience in internalizing the four concepts presented and discussed on the video tape.

Quotes and Discussion on Exposure Segment

1. Rosemary Kreston, the handicapped person in the video tape, said that:

   It's not the physical barriers . . . It's other peoples' attitudes and the fact that people are unwilling to change that is the biggest challenge for me.

   Do you agree or disagree and why?

2. Dr. Barbara Nelson mentioned that "until we can get over the whole idea of the 'big deal' about the handicapped, things will not change."

   How do you think people in your community and schools view the image of the handicapped?

3. Kathleen Vos, the graduate student, stated that "once you know someone, you find out that they are more alike than they are different."

   Can you describe a situation that you've found this to be true?

4. "The handicapped are people like anyone else with strengths and weaknesses," says Leonard Sherman, the school administrator.

   Do you know a handicapped person well enough that you could identify some of their strengths? If so, what are they?

   Do you think that you see them as, first of all, a person, or do you notice their handicap first? Why?

DEMONSTRATION RESOURCE CENTER

Douglas E. Wiseman
and L. Kay Hartwell

The Demonstration Resource Center Project is a cooperative effort of the Bureau of Education of the Handicapped and the Special Education Department of Arizona State University. The Project assists secondary schools in determining problems associated with the identification and instruction of adolescent students who have learning problems or possess specific learning disabilities. The Center provides technical assistance in finding alternate solutions to these problems in both regular and special education classrooms.

To address the needs of the site school, six components were selected to be developed and integrated into the existing program. These components include: (1) Testing and Education Evaluation, (2) Remediation, (3) A Parallel Alternate Curriculum, (4) Personnel Training, (5) Parent Education and Training, and (6) Preventative.

TESTING AND EDUCATIONAL EVALUATION. This component includes the development and use of total group and classroom screening and evaluation procedures which are appropriate for the secondary student. Also included is teacher awareness and organized assessment of entry level skills pertinent to each content area for success. The procedures are used to identify learning disabled and learning problemed students as well as provide input to counselors for scheduling, staffing, and monitory of progress.

REMEDIAL PROGRAM. This component concentrates on the development of procedures and methods for improving the basic skills of adolescents who are experiencing learning problems in reading, mathematics, and spelling. Emphasis is placed on techniques designed for use in the secondary schools.

PARALLEL ALTERNATE CURRICULUM. The Parallel Alternate Curriculum is a mainstreaming approach that benefits both learning disabled and other low-achieving students in secondary school content classes. This content centered curricular approach is offered simultaneously with the remediation program. The alternative curriculum permits teachers of students who are non-readers or poor readers to substitute or supplement their reading requirements with a variety of other communication vehicles such as tape recordings, talking books, video tapes, lectures, etc. This approach affords the secondary learning disabled student and other low-achieving students the opportunity to participate and effectively comprehend secondary level content material without being subject to a "watered down" curriculum.

PERSONNEL TRAINING. School personnel should be knowledgeable in the areas of Testing and Educational Evaluation, Remediation and Parallel Alternate Curriculum and be capable of continuing the Project's goals and objectives. Three forms of inservice training have been implemented to insure this carry over.

(1) independent study, (2) small group study, and (3) large group course offerings. Inservice training is provided by project staff for regular and special education teachers, counselors, school nurses, school social workers, school psychologists, teacher aides, administrators, etc from the participating school.

PARENT EDUCATION COMPONENT. This component involves a program of orientation and training for parents of secondary learning disabled adolescents. The program emphasizes the development of skills and knowledge of community resources, commnication techniques, behavior management approaches and the role of the parent in designing individual education plans.

PREVENTATIVE PROGRAM. The program comprises special efforts to assist students in passing courses necessary to complete requirements for a high school diploma. Any student having difficulty with course work is eligible to participate in a school-wide peer tutoring program. Students are paired with another student who has already satisfactorily completed the course work. Other options for assisting the low-achieving student are assignment to the Reading Center, Consumer Math Classes, Functional English classes, and Study Skills electives or Coping Skills.

MAINSTREAM INSTRUCTION IN THE SECONDARY CLASSROOM: THE PARALLEL ALTERNATE CURRICULUM

Douglas E. Wiseman

Public Law 94-142 has increased the pressure on secondary schools to mainstream mildly handicapped students into their regular instructional programs. State and federal agencies, organizations representing the handicapped, and parents have vociferously advocated for more alternatives in educational programming for mildly handicapped youth. Counterforces blunting the impetus of the mainstreaming emphasis come from several sources: (a) restrictive economic conditions, or the Proposition 13 mentality, are acting to limit special education programs; (b) traditionally, secondary educators have resisted the inclusion of mildly handicapped students into regular classrooms on philosophical grounds; and (c) secondary school teachers are not trained to teach mildly handicapped students, so resist mainstreaming and integrations efforts.

The need to devise effective programs, acceptable to both secondary educators and parents, was readily apparent, so federally funded projects such as Child Service Demonstration Centers (C.S.D.C.) and Handicapped Children's Model Programs (H.C.M.P.) were funded in part, to explore alternatives for educating secondary mildly handicapped students. One such program, the Parallel Alternate Curriculum (PAC), was developed by special education faculty from Arizona State University in cooperation with the Mesa Public Schools, Mesa, Arizona.

DEFINITION OF PAC

PAC is a content centered curricular approach that permits the secondary teacher to effectively teach mildly handicapped and other low-achieving students in a regular classroom without "Watering Down" the educational program. The philosophical underpinning of PAC lies in the fact that most mildly handicapped and other low-achieving students have difficulty comprehending the printed word. Most texbooks have readability levels that far exceed the reading levels of the handicapped, consequently, the students are unable to profit from typical secondary class assignments. PAC teaches academic content without relying on reading as the primary medium for acquiring knowledge, so in essence, PAC is a non-reading curriculum approach.

PAC is primarily a regular education program, developed and implemented by regular class teachers. The program has basically three components: (1) organization of the class content; (2) presenting material in alternative ways; and (3) evaluating student progress using varied test formats and procedures.

Traditionally, secondary teachers have organized their classes to benefit a hypothetical homogeneous population of students, that is, with the assumption of equal intelligency, basic skill levels, motivation, etc. The fact that classes rarely are homogeneous in composition has not distracted from this general procedure. Secondary classes, particularly required courses, have representatives from several levels of ability, including gifted, regular, mildly handicapped, and low-achieving students, but instruction is usually directed toward the regular student. The organizational format for the PAC class, therefore, was devised to accommodate each of these diverse groups.

The primary method for presenting educational content in the secondary classroom is the lecture method, augmented by occasional discussion. Out-of-class assignments require textbook reading, library search for material for term papers, etc. and serve as foundational activities to better comprehend the class lecture. In the PAC Program, textbooks are tape recorded so students with poor reading skills can acquire the necessary content before the lecture. Outlines for the lectures are given to the student preceding each unit of instruction to facilitate note taking. Students who have difficulty writing are provided with class notes. Students in PAC classes can select the method by which they learn best within a learning center format, such as gathering information from tape recorders, listening while reading, participating in discussions or reading the assignment. When necessary, assignments are tailored to the individual students. For example, term projects (hands on) may be substituted for term papers, written book reports may be replaced with class presentations or oral reports to the teacher, etc.

It has been found that mildly handicapped and other low-achieving students vary in their learning styles, that is, many have difficulty discriminating between relevant and irrelevant information in the textbook or lecture. They generally learn most effectively from teacher prepared lists of the most important data from the text or lecture. The PAC organizational format encourages the development of relevant lists, and the PAC teaching procedures supplement these lists with supportive data and activities which make the lists meaningful.

Evaluating student progress in regular classrooms has generally been accomplished with essay questions and complex objective questions, often with a high readability level. These procedures often penalize the mildly handicapped and other low-achieving students. The PAC testing format encourages teachers to develop and give tests using various procedures, such as permitting the student to listen to the test on tapes and responding verbally, reducing the quantity and complexity of writing required, administering multiple choice tests with low readability levels, or by substituting appropriate projects for tests.

IMPACT ON THE SCHOOLS

The PAC approach is being adopted by the host school district after this, the third and final year of the on-site project. Over the three year period. approximately 2,000 students, 11 teachers and 28 class sections were involved with PAC classes. Questionnaires were completed by teachers, students and parents with supportive results.

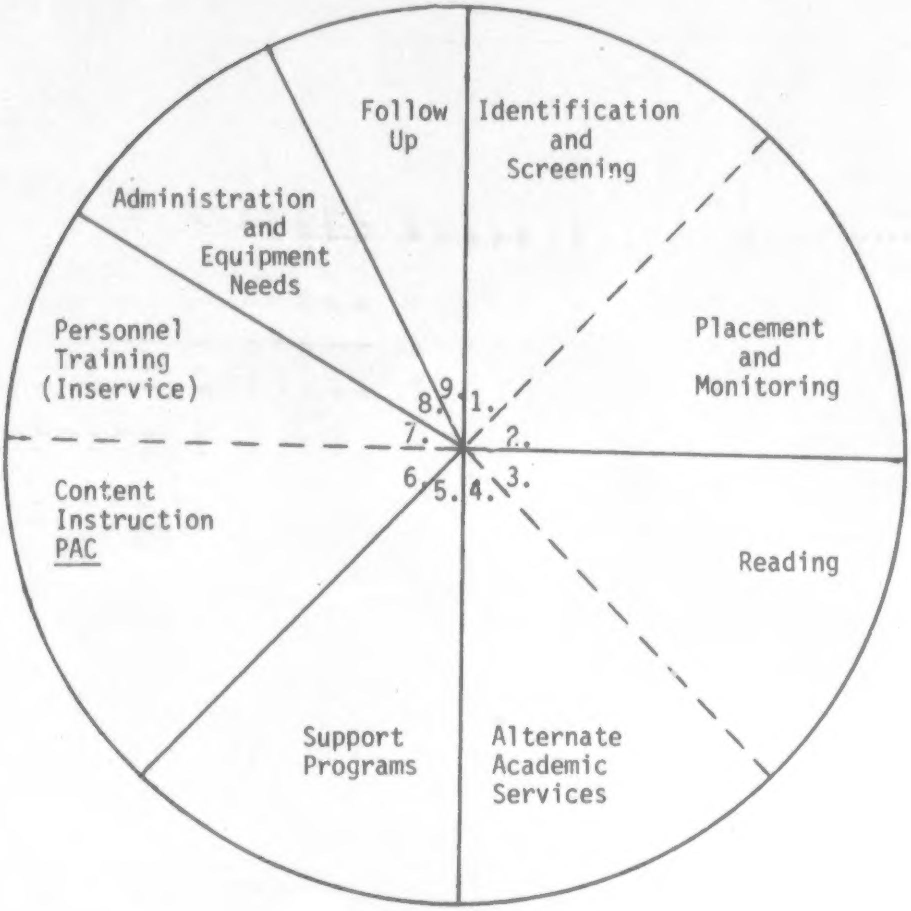
Of particular interest is the fact that low-achieving students, a traditionally forgotten minority, benefitted from the PAC approach. The teachers were initially reluctant to adopt the PAC approach for just the mildly handicapped, so when the project staff suggested that the program would benefit the low-achievers as well, the teachers agreed to participate. The tentative findings of the project have shown that the gifted and regular students also made greater gains than their non-PAC counterparts. The district, in agreeing to adopt PAC into their secondary schools, found that the cost analysis was well within their budget.

Since reading is so important for life, the schools found it necessary to develop additional courses and opportunities to teach reading. Basically, it was found that low-achieving students do not improve in reading in regular classes, but do improve with special reading instruction by reading specialists. The PAC program taught course content without reading and the reading and special education programs were relegated the responsibility of teaching reading, writing and spelling skills.

In summary, the Parallel Alternate Curriculum is a regular education program developed and implemented in the regular classroom and utilizes a predominantly non-reading format. Reading is emphasized in special education and reading programs. The PAC approach is liked by teachers, students, and parents and has been found to be successful with many mildly handicapped and other low-achieving students.

SECONDARY COMPREHENSIVE PROGRAM FOR MEETING THE NEEDS OF LOW-ACHIEVERS AND MILDLY HANDICAPPED STUDENTS

Doug Wiseman and Anthony Van Reusen


Follow Up
Identification and Screening
Administration and Equipment Needs
Placement and Monitoring
Personnel Training (Inservice)
Content Instruction PAC
Reading
Support Programs
Alternate Academic Services
1.
2.
3.
4.
5.
6.
7.
8.
9.

1. Identification and Screening

Demographic Information-Sex, Age, Race
Special Services in Junior High
Academic GPA of English, Math, Science and Social Studies
Performance on Reading Tests
Performance on Standardized Tests (Total Score)
Performance on Standardized Tests (Sub-total Score)
Total GPA
Teacher Referral
Informal Tests
District Minimal Tests
Retrieval System
Screening of new and transfer students
Counselor Referral

2. Placement and Monitoring

Counselor access to record information
Registration for classes
Follow-Up Monitoring Process
  Additional Testing (Reading-Special Education-Psychological)
  Special Education Referral
  Program Changes
  PAC Class registration
  Schedule for Remedial, corrective or supportive academic services
  Faculty Consultations
  Periodic Student Progress Checks
  Staffing
  Parent Contacts
  Communication with Junior High
Other Supportive Services

3. Reading Program

Title I
English as a Second Language
Applied Reading
Reading Techniques
Survival Reading and Coping Skills
Paperback Literature
Children's Literature

4. Alternate Academic Services

Adaptive Driver Education
Single Survival
Career Education
Pre-Vocational Education
Special Education Resource Center
Study Skills
Consumer Math
Basic Math
Vocational Education
Fundamentals of English 1-2
Consumer Chemistry
Earth Science
General Math
Consumer Basic Skills
Consumer Health

5. Support Programs

Peer-Tutoring
Tutorial Study Halls
Reading Center
Math Center
Fundamentals of English 1-2
Independent Study Courses
Counselor Monitoring
Coping Skills

6. Content Instruction-PAC (Required Courses)

Parallel Alternate Curriculum Courses

1. Adaptive Driver Education
2. American Dream
3. American Government
4. Arizona History
5. Biology
6. Free Enterprise
7. Literary Explorations
8. Consumer Math
9. Coping Skills
10. Fundamentals of English 1-2

7. Personnel Training (Inservice)

Teacher Resources Center (In-house)
Inservice Delivery System
Teacher Needs Assessments
Materials Center
Taped Library (audio-VTR)
Training Modules
Training Schedules

8. Administration and Equipment Needs

Climate for Change
Selection of PAC Courses to be offered
Number of sections offered
PAC Course offerings by grade, 10th, 11th and 12th
Scheduling (Master)
Class Size
Equipment Needs
Material Needs (Software)
Curriculum Design
Clerical and Typing Needs
Communication from Feeder Schools
Retrieval of Records - Counselors
Personnel Training Participation
Community Awareness
Staff Awareness
Teacher Placement
Program Evaluation

9. Follow Up

Program Attendance
Program Effectiveness (are students learning?)
Student Behavior
Student Attitudes
Parent Attitudes
Teacher Attitudes
Student Demographics
Program Modification

DEVELOPING A PARALLEL ALTERNATE CURRICULUM

Douglas E. Wiseman

The Parallel Alternate Curriculum (PAC) is an educational approach for designing, implementing and evaluating secondary academic content courses to meet the various instructional needs of a multistrata population of students, including gifted, regular, low-achieving and mildly handicapped. It permits teachers of low-reading students to substitute or supplement the reading and information gathering requirements of their courses with other communication vehicles such as audiovisual materials (tape recordings, movies, slide/tape presentations, etc.), lectures, demonstrations, group discussions and learning center. PAC encourages the low-achieving student to acquire the usual course material through alternative instructional approaches. PAC provides a structure for organizing course material in such a manner that both high and low-achievers can benefit to the maximum of their ability.

PAC: AN ADJUSTMENT IN THINKING

PAC is an instructional approach that departs somewhat from currently practiced models of instruction. Traditionally, secondary instruction has emulated university models of instruction, that is, assuming homogeniety of intelligence, background, basic skills, motivation, etc. Instruction is usually geared to the average or above student with common standards of acceptable performance, assignments and evaluation. Screening procedures for entrance at the university level permit this scholarly instructional model. Secondary schools are open to all who wish to attend, so models of instruction must by necessity accommodate a heterogeneous population, not a hypothetical homogeneous group.

Several major differences between PAC and traditional instructional models include:

1. It is not what you teach, but rather how you teach, that matters. The assumption underlying PAC is that the content in a required course is inherently important for all students, high and low alike. Consequently, every instructional option available is used to assure mastery of the course content.

2. Assignments are tailor-made for the students and depend on their preferred learning styles and skills. For example, if a student is not capable of researching, organizing and writing a term paper, then a hands-on project might well be substituted. The course content remains the same, but alternative ways of instruction are employed.

3. Variable standards for acceptable student performance substitute for common standards for all students. For example, standards for gifted students should be more exacting than for low-achieving students. The high functioning student should learn and practice procedures of scholarly inquiry. The low-achiever does not need these skills. Optional or extra credit assignments, test questions, etc. are effective tools for differentiating expectancies.

4. Individualizing instruction is frequently defined as a procedure that provides each student with a specific and independent program of study. This view of individualizing is impractical and myopic, often resulting in educational tunnel vision. A broader view of individualizing is practiced in PAC, that is, the content remains constant but alternate methods of presenting material and testing are used.

5. Low-achieving students learn differently than high achievers. Low-achievers have difficulty differentiating between relevant and nonrelevant course content, whether from the textbook or classroom lecture. Consequently, the relevant content is assembled in lists (important facts, events, dates, characters, vocabulary, etc.) and distributed to the students. These lists of important content are made meaningful in class lectures, discussions, activities and assignments.

DEVELOPING A PAC UNIT

Several steps in developing and teaching a PAC unit are listed.

1. The teachers should identify specifically what they want the students to (a) experience, (b) know, and (c) be able to demonstrate as skills. For example, when studying the American Revolutionary War, desired experiences might be viewing a movie on Valley Forge, a broadening experience that will not be tested. Knowledge of the key American patriots that instigated the Revolution will be tested. A demonstrated skill could be the construction of a map of the thirteen colonies. The type of learning experience is identified to the students prior to instruction.

2. Lists of things to be learned should be developed into a curriculum guide and provided to each of the students.

3. Following the development of the lists of data to be learned, the teacher then considers alternative ways of instruction that would result in the most effective means of learning the lists and making them meaningful. For example, the lecture method may be considered most effective for a specific unit of instruction, while a discussion method may seem more appropriate for others. Alternative forms of testing student progress are then devised, taking into consideration the differing skills of the students (reading, writing, etc.) and the expectancies of the course of study.

4. The teacher should identify hardware (audiovisual equipment) and software (taped chapters, movies, etc.) necessary for instruction.

5. The teacher should then select the PAC option that will be utilized for instruction. Four options are available to the teacher: (1) Total PAC has the whole class, high and low-achievers alike, using a non-reading format; (2) Mini PAC has only the low-achievers using the non-reading format; (3) Partial PAC is used with the whole class on some units of instruction while traditional methods are employed for easier units; and (4) Preference PAC utilizes learning centers where students may elect the method of acquiring the course content that they prefer, such as by listening to tapes, discussion groups, reading the assignment, or working with peer tutors. Some teachers may elect to use one PAC option for the whole course or may prefer to use a specific option with a particular unit of instruction.

6. An overview of the course is then presented to the students, including the alternatives for learning (e.g., tapes), testing (e.g., verbal rather than written responses), the curriculum guides with the unit lists, and the alternate forms of class assignments (e.g., hands-on projects rather than term papers for some).

7. The course is taught using the procedures, methods and materials identified in previous steps, including the alternate testing procedures.

8. Evaluating a PAC course provides meaningful data on student progress and teaching effectiveness. Evaluation should include both ongoing (progress of students per test results, completion of assignments, observed enthusiam of class, etc.) and periodic (comparing expected with actual outcomes, student questionnaires, number of failures and poor grades, parent questionnaires, comparing results with non-PAC classes, etc.) assessment. Assessment on the performance of regular and high achieving students is also necessary, including completion of optional or extra credit assignments and test questions (both quantity and quality), the use of scholarly writing, evidence of high conceptual level performance, etc., and in-class participation.

In summary, many secondary courses are comprised of a multistrata population of students, including gifted, regular, low-achieving and mildly handicapped. Instructional planning, teaching and testing procedures require modifications to accommodate the various learning styles of such a heterogeneous class. An important consideration underlying PAC is: it is not how you learn that matters, but rather that you learn. Scholarly procedures of inquiry, therefore, are reserved for the regular and high achieving students. More progmatic procedures and expectancies are necessary for the low-achieving and mildly handicapped student, including substituting reading material with tape recorded material, permitting verbal rather than written reports for those with writing difficulties, etc. PAC requires a modification or adjustment of instructional thinking regarding planning, teaching, and evaluating.

ADOLESCENT SOCIAL SYSTEMS

Gladys Wolff

Adolescence as a period of stressful change has been popularly described in the media, and a careful observer of the educational and mental health scene would note a proliferation of programs designed to cope with adolescent withdrawal, rebellion or educational/social deficiency. It is the contention of this paper that many of these programs fail to achieve their goals for a lack of perspective, which includes observations of how an intervention in one aspect of an adolescent's social world impacts other aspects. An examination of assumptions, theoretical perspectives and training implications related to these issues could assist in the design of more effective varieties of interventions.

As a life cycle phase, adolescence might be viewed normally as a fairly smooth extension of earlier experiences in significant settings. Physiological and cognitive development in the adolescent contribute to an increased ability to benefit from growth options. For some, this period would be seen as an opportunity for the development of new roles and generalization of earlier competencies to new social settings. For others, where dysfunctional behaviors are noted--adolescence might be viewed as stressful. It seems critical, if we as professionals are going to define programs for this age group, that we become more knowledgeable in regard to aspects of the adolescent experience which relate to breakdowns in normal development.

Theoretical orientations for understanding change processes for adolescents traditionally have evolved from psychoanalytic and social/learning perspectives, with interventions based on the particular beliefs of the theorist. Thus, depending on the theories the intervenor has been exposed to, an adolescent in need of help might receive such diverse services as individual or family therapy; special or regular educational training; community management, etc. These strategies might be viewed as piecemeal with a lack of careful integration of program goals and narrow focus.

A theoretical view which has been inadequately explored as a basis for understanding and predicting adolescent changes is the systems perspective. A systems approach would depict the adolescent as an organism interacting within critical life constellations. Growth and change emerges from a matrix of inter-relatedness in three significant environmental subsystems: the family, the school and the community (Wolff, 1980). This theory would predict that changes in one ecological subsystem would impact another. For example, a change in family roles might well effect the adolescent's community experience; an unsuccessful school role might contribute to deterioration in home interactions, etc. In this life phase, the importance of extra familial settings increases as the adolescent explores developmental expectations for increased autonomy and differentiation in new social settings.

The high school subsystem is seen as a particularly powerful environment for promoting adaptive change. However, too few programs are designed from a systems perspective which recognizes the inter-relationship of e.g. school interventions on the family or the community/peer system.

Intervention implications based on a systems approach would include collaborative assessment and evaluation planning with joint family, school and community problem solving around individualized programs. As program goals incorporate these interactive aspects, new opportunities for alleviating dysfunctional behaviors seem optimized.

Wolff, G. Adolescent Social Systems Manuscript in progress. Denver University School of Professional Psychology. 1980.

BURNT TEACHER SYNDROME

Gladys Wolff

Teacher burn-out is jargon for complex patterns of professional discouragement involving decreased productivity and visible stress. Operational definitions are notably lacking leaving one with a sense burn-out is as burn-out does at a given time and place. Consensus views burn-out as a process of maladaptive behaviors in cycle with a work setting and its demands. Relative to work satisfactions and discrepancies, the burnt teacher syndrome refers to such diverse behaviors as faculty dependency, anger, anxiety, sabotage and withdrawal. These aspects may be self defined or observed by others. Techniques for tracking sources of school stress and options for support are available. Assessment should lead to an individualized intervention based on organizational and personal needs.

Intervention options usually include organizational change and/or personal skill development. Intervention based on a careful assessment of needs in a given setting is particularly critical, requiring a professional facilitator trained not only in organizational change, but also in individual and group strategies for cultivating self management and human relations skills. Organizational development must include administrative support for both assessment and change. Approaches should entail a preliminary screening of staff skills in coping with personal and organizational stress. Interventions might involve skill development in self management such as cognitive restructing of irrational thoughts, relaxation time management strategies, etc, assertive and communication techniques may be tailored for use by teachers.

An approach which offers an intervention package without appropriate prior assessment might be counter productive. Unclear perceptions of staff expectations and needs for change could well lead to an increase rather than a decrease in burn-out behaviors. Thus, staff requests for workshops on "teacher burn-out" require a systematic approach which results in specific objectives and training options patterned uniquely to meet staff needs.

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SYMPOSIUM ON SEVEN MODELS IN SECONDARY

In June 1980, Dr. R. H. Riegel organized a documentation of seven currently existent secondary model programs from across the country. Representatives (list below) of the seven models each gave a fifteen minute overview of the unique features of their model. Following the presentations, Dr. Donald Deshler, University of Kansas, compared and contrasted the models and Dr. Marilyn Fender, University of Wisconsin-Oshkosh, then reacted to the models in relation to their implications to Secondary Teacher Training. A panel discussion by all seven representatives and Dr. Fender was led by Dr. Deshler, and Linda Stevens, University of Minnesota, ended the symposium.

All of the above presentations were documented in a two and three-quarter hour video-tape production. The transcripts for the tapes are being published in a monograph. For further information and complete addresses of participants, contact:

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"VOCATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS"
DEPARTMENT OF VOCATIONAL EDUCATION
COLLEGE OF EDUCATION - UNIVERSITY OF WYOMING

R. J. Gibson - Project Director

P.L. 94-482 AN OVERVIEW OF THE VOCATIONAL AMENDMENTS

Enacted - October 12, 1976/Rules & Regulations - Federal Register - October 3, 1977

I. Handicapped (Minimum 10%)

"The State shall expend at least 10 per cent under section 102 (a) of the Act for vocational education for handicapped persons described in 104.303 (a). The State shall use these funds to the maximum extent possible to assist handicapped persons to participate in regular vocational education programs." (P.L. 94-482/Subpart 1 - Section 104.312)

II. Disadvantaged (Minimum 20%)

"The State shall expend at least 20 per cent of section 102 (a) allotment, subject to conditions of paragraph (b), for the following purposes:

A. Vocational education for disadvantaged persons...
B. Vocational education for persons who have limited English speaking ability...
C. Stipends for students entering or already enrolled in vocational education programs who have acute economic needs which cannot be met under work-study programs."
(P.L. 94-482/Subpart 1 - Section 104.313)

III. Criteria of Need and Eligibility - Disadvantaged

A. The term "disadvantaged" means persons (other than handicapped persons) who:

1. Have academic or economic disadvantages; and
2. Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

B. "Academic disadvantage" for the purposes of this definition of "disadvantaged," means that a person:

1. Lacks reading and writing skills;
2. Lacks mathematical skills; or
3. Performs below grade level.

C. "Economic Disadvantage," for the purposes of this definition of "disadvantaged," means:

1. Family income is at or below national poverty level;
2. Participant or parent(s) or guardian of the participant is unemployed;
3. Participant or parent of participant is recipient of public assistance; or
4. Participant is institutionalized or under State guardianship.

D. Eligibility for participation in the special programs supported under 104.801 is limited to persons who (because of academic or economic disadvantage):

1. Do not have, at the time of entrance into a vocational education program, the prerequisites for success in the program; and who
2. Are enrolled in a vocational education program but require supportive services or special programs to enable them to meet the requirements for the program that are established by the State or the local educational agency. (P.L. 94-482 - Subpart 4 - Section 104.804)

"VOCATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS"
DEPARTMENT OF VOCATIONAL EDUCATION
COLLEGE OF EDUCATION - UNIVERSITY OF WYOMING

R. J. Gibson - Project Director

GOALS OF VOCATIONAL EDUCATION

1. Develop basic educational skills which facilitate occupational mobility.
2. Develop skills in human relations, including employer/employee relations.
3. Develop job entry level skills.
4. Develop problem solving techniques.
5. Develop techniques for decision making.
6. Develop self identity in relation to marketable skills.
7. Develop awareness of problems and opportunities within occupational integrity.
8. Develop a value system which promotes personal, social and occupational integrity.
9. Develop survival skills needed for living in a free enterprise, democratic society.

BASIC PRINCIPLES OF EDUCATION*

Every child grows. What happens to him in school as he tries to establish relationships may either hinder or facilitate his growth. Acceptance must replace rejection; success must replace failure.

Individuals differ in brain power and development, in the rate of learning, and in the methods of learning, yet each one is of supreme worth as a human being.

Success in learning frees the energy needed to make an effort and, together with praise, provides profound motivation. Failure defeats, crushes, inhibits learning.

Everyone behaves as he perceives himself to be. Experiences in school convince some pupils that they are inferior. A negative image of self produces behavior inimical to learning. The school's responsibility is to build positive self concepts--feelings of worth, self-confidence, self-respect.

Behavior is caused. The teacher must seek the causes of unproductive and disruptive behavior. Punishment related to causes is usually ineffective as a deterrent or corrective measure.

Language learning for economically disadvantaged children is facilitated by direct sensory experiences.

Mass instruction is the least effective method of instruction, because pupils differ widely in readiness, potentiality, levels of development, skills, and learning styles.

Individualized instruction can begin with the mass but moves toward the individual through subgroups.

Learning to learn is more important and enduring than learning facts. Nonparticipating children usually do not know what they must do in order to learn. Every child should become an independent learner at whatever level his native endowment permits.

*Individualized Instruction - Every Child a Winner, by Gertrude Noar (John Willey & Sons, 1972, N.Y.)

THE SYNERGISTIC APPROACH TO PROGRAMMING

Houston Project

The Synergistic Classroom Model is a comprehensive service delivery plan, which provides educational programming to meet the unique needs of the learning disabled adolescent.

The term 'synergistic' is commonly used in the fields of natural sicence to describe a response in which independent elements are combined and create a total effect which is greater than the sum of the component parts. The Synergistic Classroom Program creates such a response for the learning disabled adolescent by combining several elements which are not usually incorporated into the student's educational program. The curriculum has been expanded to include an affective program in addition to the academic elements. The scope of the services offered has been expanded to include not only remediation of deficit areas, but also to include a system to assist the learning disabled student in the regular classroom. Those who play an active role in the student's educational program in this model include not only the special education teacher and the student, but also the regular classroom teacher as well as the parent. When all of those elements are involved in the student's educational program, it is possible to maximize the benefit to the learning disabled adolsecent.

There are four program components which comprise the Synergistic Classroom Model. The components include:

1.	High Intensity Learning Center	
	A. Academic Component	designed to remediate basic deficits in the area of reading.
	B. Affective Component	designed to improve the student's self-concept by developing social/behavioral skills in the areas of communication, assertiveness, assuming self-responsibility, and problem-solving.
2.	Content Mastery Program	designed to provide a system which supports the L.D. student in the regular classroom by making accommodations which compensate for the learning disability, thus giving the student an equal opportunity to succeed in the mainstream.
3.	Essential Skill Program	designed to continue the affective and remedial skill and fluency programming initiated in the High Intensity Learning Center in a resource setting.
4.	Parent Program	designed to involve parents in an active and supportive manner in their child's educational program.

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LOCATIONS OF ADDITIONAL RESOURCES

The following projects are funded by the Bureau of Education for the Handicapped. All offer a wide variety of up-to-date relevant materials.

Institutes for Research in Learning Disabilities

Dr. Dale Bryant
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A SERVICE MODEL FOR LEARNING DISABLED JUVENILE OFFENDERS

Joseph Cox

Operation Divert is a child service/demonstration project serving learning disabled juvenile offenders. It was funded in Pensacola, Florida. Many research studies over the past decade have indicated a link between juvenile delinquency and learning disabilities. Many of the investigations have been poorly designed, but have indicated incidence figures suggesting that 30% - 80% of the juvenile delinquent population are handicapped by a specific learning disability.

Several models have been proposed that would account for the LD-JD link. The hypothesis upon which Operation Divert is based posits that learning disabled students are working toward recognition and acceptance as worthy beings from their earliest years in school. They have great difficulty achieving recognition, because their learning disability obviates positive regard from teachers and parents. The learning disabled student is unable to achieve in those areas of value to the key figures in the child's life, parents and teachers.

Unable to achieve academically, the student may resort to inappropriate mechanisms for gaining recognition. Fighting, lying, stealing, and non-compliance may be manifestations of the learning disabled student's need to achieve a place of significance in the social structure of home and school. As the child moves into adolescence, the inappropriate attention-seeking techniques may become routinized in truancy and other more serious violations of the law. The learning disabled adolescent then may become involved with the juvenile justice system and be adjudicated.

Operation Divert is desgined to intervene as soon as the learning disabled adolescent enters the justice system. It's purpose is to divert the student from the criminal justice system to avoid further penetration and to teach the juvenile community living skills that will allow him/her to survive and cope in spite of the handicap. The program goals are the reduction of recidivism, increased functional academic skills, improved interpersonal relationship skills, and improved self-concept.

Adolescents are accepted into the project, if they are between the ages of 12 and 18 years, have at least one recorded offense, and are handicapped by a specific learning disability. A discrepancy definition of learning disabilities is used for identification. Referrals are made by court counsleors. Once the referrals are received, data held by other community agencies are collected by staff. Preliminary screening is conducted, and a preliminary staffing is held. If the student appears appropriate for the project, a formal evaluation utilizing one of the Weschler Scales of Intelligence and the Peabody Individual Achievement Test is administered.

For those juveniles who are suspected of being learning disabled, an informal evaluation is accomplished by the project learning disability teachers. Another staffing is held during which the youth is accepted or rejected for participation, and needs planning is finalized. A parent-child conference is then scheduled. The test results and the project are explained, and the student is given the option of enrolling.

The intervention program is operated at the mental health center. Students attend for three hours each morning, five days a week. Each adolescent is involved in the program for six months. Students are mainstreamed in the afternoons, attending their regular school, a vocational training center, or an on-the-job work site. They are transported to and from the center by the public school system.

While at the center, students are involved in three phases of invervention. The first is the classroom, which utilizes an open concept. Thirty juveniles is the capacity of the project at one time, and two teachers and six para-professionals work with the students in academic areas. Operation Divert uses The Community Curriculum, which it has developed, to teach functional and survival skills. The Community Curriculum consists of the following eight units: Law and Justice, Drug Use Orientation, Sexuality, Vocational Education, Consumer Education, Living Skills, Financial Management, and Learning Abilities.

A levels system for motivation is used in the classroom. Each student begins the program at entry level and is expected to progress upward through the next three levels before leaving. Each level carries specific privileges and responsibilities. To move to the next level, the juvenile must obtain the consent of both the peer group and staff. Failure to adhere to the responsibilities of the level results in a drop to the next lower rung.

A major focus of Operation Divert services is counseling. Individual sessions are provided to students, both on a scheduled basis and immediately, as the need arises. An Adlerian psychological approach is utilized which stresses individual responsibility. The students are involved in group counseling each day for an hour. Groups are reality-based and focus on problem-solving and decision-making. Resource materials are used, as well as values clarification and communication skills exercises. Family therapy is offered when needed. Rather than focus on the adolescent in these sessions, the family is viewed as a system with a dysfunction, and all members are seen together.

The third aspect of the Divert intervention program is vocational awareness. The project does not engage in vocational training, but does provide career orientation instructions to the students. When an adolescent reaches the top level of the management system, the staff will assist in obtaining placement in a part time job.

Parent training is provided in two stages. All parents are expected to participate in a four session educational series that covers learning disabilities, adolescent development, and child management. For those parents interested in learning more about child management, a study group is provided that lasts for an additional nine sessions.

Evaluation data collected for two years indicate that Operation Divert is meeting its stated objectives. Additionally, anecdotal information from parents and teachers suggests significant changes have occurred in the lives of students involved in intervention. The Operation Divert model is an important service to the community and to learning disabled juvenile offenders.

For more information, contact Dr. Joseph Cox, Escambia City Community Mental Health Center, 1201 West Hernandez Street, Pensacola, Florida, 32501.

CONFERENCE EVALUATION

EVALUATION

SECONDARY CONFERENCE ON THE HANDICAPPED
ESTES PARK, COLORADO
May 28, 29, 30, 1980

1. The conference location and facilities were:

excellent — average — poor

VALUE	1	2	3	4	5	6	7
FREQUENCY	(15)	(2)	(-)	(-)	(-)	(-)	(-)

Comments: *No Comment - 10*
Wonderful location, scenery was beautiful.
How could you beat Estes Park?
A real Rocky Mountain High!!! Excellent food and accommodations, beautiful location and reasonable.
The rooms were not deluxe but adequate and more than made up for by the beautiful surroundings.
Food, rooms, presentors, participants all excellent--meeting rooms OK.

2. The length of the conference was:

too long — just right — too short

VALUE	1	2	3	4	5	6	7
FREQUENCY	(-)	(1)	(-)	(10)	(4)	(2)	(-)

Comments: *No Comment - 13*
Add another day or two.
Two full days would have been helpful.
One more afternoon and evening would have been helpful.
The free time gave me the opportunity to talk in length to persons who had programs that I was interested in.

3. The presentations were:

(2) too many
(2) too few
(-) too long
(1) too short

NO ANSWER - 12

Comments: *Good length. More time for sharing. Too short (presentations). Very good. Good length. Just right. Good presentations. Some grouping of presentators into panels might have been used. Pretty well balanced. It would have been helpful to have each person make a brief explanation of their work (15 minutes) at beginning to provide an orientation. Perhaps needed more focus--tie together around a particular theme. With 4 choices at once, no chance to attend others in which I was interested. More informal time early in the conference. Well planned, very good.*

4. The information presented was:

	very usable and helpful			average			useless to me
VALUE	1	2	3	4	5	6	7
FREQUENCY	(11)	(5)	(-)	(1)	(-)	(-)	(-)

Comments: *No Comment - 13*
A real broadening experience for me! Not directly applicable to my field but useful none the less.
Gained a great deal.
It will be very usable if people follow through and send copies that they showed examples of.
Excellent.

5. The cost of the conference was:

	too high			acceptable or average			cheaper than most
VALUE	1	2	3	4	5	6	7
FREQUENCY	(-)	(1)	(-)	(6)	(2)	(2)	(1)

***No Answer - 5*

Comments: *No Comment - 17*

6. The best things about the conference were:

The expertise of those attending - Neat People!!!
The enthusiam of the participants.
The opportunity to share and collect ideas.
The location.
Informal interaction with other participants.
The mixture of people who attended.
Variety and diversity of participants.
Sharing and gaining new ideas and insights.
The site was good.
The reports of specific projects and copies of materials for use with handicapped.
Participants' interaction, informal atmosphere, helpful staff.
The short presentations of a variety of models first, followed by more detailed presentations.
Teaching/listening to people about what is going on in the area of teaching the handicapped in other areas of the country.
Sharing sessions.
The exchange of ideas between people from different areas.
Its size, 35 is just perfect. You get a chance to meet people, not names and faces.
The casual atmosphere and small group facilitated sharing of ideas.
The presentations were of great value.
The enthusiasm and sincerity of the participants.

7. The things that needed changing were:

No Comment - 8

Focus around an issue.

Lengthen.

Need to identify specific problems of regular educators and have panel of special educators react and vice versa.

More time during initial meeting to become acquainted with other participants' areas of expertise.

Less jargon, rhetoric models - more specifics on what people are doing operationally.

Develop work groups around a few issues.

Change format to allow additional group interaction early in conference.

A little more time.

Perhaps more than one presentation for each of the detailed presentations, to enable participants to select more than one for study.

8. Next time, make sure you include: (e.g. repeats and/or new content areas, additional people to invite)

No Comment - 5

Dean Brown made an excellent presentation - explaining his program, demonstrating teaching techniques, giving information on sample materials.

Panel discussions between special and regular educators regarding specific problems.

Speakers from outside special education whose area of specialization is related to special ed; sociobiologists, psychopharmocologists.

Reports of other projects with sample materials.

I would enjoy hearing progress reports from people presenting programs this year as well as new programs.

More mini sharing sessions daily.

More overhead projectors and screens - I didn't have one for my presentation.

Dean Brown's, Doug Wiseman's and Jim Mason's presentations.

Ron Gibson, Vocational Education for Special Needs Children, College of Education, University of Wyoming, Larimie, Wyoming 82070.

Oklahoma people, Arizona State, Kansas.

Further presentations on the TOAL, focusing on programming in the language areas.

9. In general I would like to say:

Good job Marilyn, very stimulating.

Having individuals with varied backgrounds (university folks, project directors, public school teachers, etc.) provided a good variety of perspectives on the subject. It was very interesting to hear what is going on in mainstreaming around the country. The atmosphere for sharing (encouraged by the opening speaker) was great.

A great experience that needs repeating all over the country!!!

I've never enjoyed a conference more. The presentations were varied enough to hold everyone's interest. The group was small enough to become congenial.

Great conference - one of the best in 20 years of attending conferences.

It was a worthwhile conference.

9. (continued)

Conference was most enjoyable.
I appreciated the new contacts I made. Setting always invigorating.
Great! Excellent planning, Marilyn.
Great conference! Well organized.
Well organized yet an informal sharing between many diverse people.
Hats off to the organizers! One of the best conference I've ever attended. Good work.
This was an excellent conference! The participants were from varied backgrounds which made the representation of viewpoints across a wide span possible. The group was small enough for people to get to meet each other and share suggestions for programs, etc. Many thanks for an enjoyable time!
This was very worthwhile and very well put together. Marilyn has always done a great job in conference work.
Great.
Excellent way for a generalist like me to get myself involved. It's a nice step for me. It now looks like I will be attached to the Dean's Project at C.M.U.
In general the conference was excellent and extremely helpful. For our project it is important to learn of as many approaches that work as possible. I really appreciated the oppurtunity to share in the conference. If I had not been so tired, I would have learned even more from it.